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ABSTRACT

Project VITA (Volunteers in Tutoring Arrangements for County Educational Programs) was designed to develop a training and reporting system to coordinate services between 27 area educational and human service agencies serving special needs adult learners who require one-to-one tutoring. A training system was created with existing resources and developed into seven mini-workshops or inservices that were used to meet the special teaching needs of the volunteer tutors. Using this training system, the project developed a Volunteer Tutor Resource Bank consisting of teams of volunteers, tutors, and teachers trained in areas of basic literacy, basic life skills development, and special literacy programs for various handicapped, slow learning, or non-English-speaking adults. Through the Tutor Bank, 154 trained volunteers were placed in area programs. Through a series of team meetings, the teaching services and courses of study for the adult students were coordinated with and reported to the cooperating area human service and educational providers. Approximately 145 adults were matched with volunteer tutors. The project will be evaluated through objective-based assessment and through evaluation forms completed by students and tutors. (The VITA staff created a model program manual and a trainer's guide for the program; they are included in this report.) (KC)

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Project V.I.T.A.
Volunteers In Tutoring Arrangements for County Educational Programs

Grantee: Mid-State Literacy Council
121-1/2 East Beaver Avenue
State College, PA 16801

Project #98-6008
Amount of Grant $15,000

Monica Kindig, Director
Jane Jantzer-Wilson, Project Coordinator

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Bureau of Vocational Education
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Harrisburg, PA 17126

Date: July 1, 1985 - June 30, 1986

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I. ABSTRACT

TITLE: VITA: (Volunteers in Tutoring Arrangements) for County Educational Programs.

ADDRESS: Mid-State Literacy Council
121 1/2 East Beaver Avenue
State College, PA 16801 PHONE: (814) 238-1809

DIRECTOR: Monica Kindig FUNDING: $15,000

DURATION OF PROJECT:

FROM: July 1, 1985 to June 30, 1986 NUMBER OF MONTHS: 12

OBJECTIVES:

A. Developed and coordinated an educational cooperative between 27 area agencies requesting literacy volunteers to serve the special needs populations of Clearfield and Centre Counties. (See Appendix C: Referral and Service Records for Centre and Clearfield Counties.)

B. Developed a Volunteer Resource Bank by preparing 154 volunteers with specialized training. (See Appendix - B: Training Summary for Centre and Clearfield Counties.)

C. Trained volunteers in skills needed to teach the following adult learners: (See Appendix - A: Tutor Training Record)

1. 72 volunteers trained to teach Basic Literacy I (0-2) and Basic Literacy II (2-4).
2. 19 volunteers trained to teach Basic Life Skills to the Mentally Retarded.
3. 23 volunteers trained in Learning By Your Strengths to help the Learning Disabled.
4. 2 volunteers trained in Literacy Plus! Pre-GED (5-8).
5. 0 volunteers trained to teach the GED (9-12) due to no requests for this service.

6. 33 volunteers were trained to teach English As A Second Language conversational skills.

7. 5 volunteers were given inservice training in Language Experience Approach to Reading.

D. 171 adult learners in were referred for tutoring services, 7 of those evaluated did not need services, 20 were not interested in tutoring when interviewed and 119 were placed with trained volunteers from the Volunteer Bank and 25 are still awaiting placement as of the completion of this report. These 25 have been referred within the month of May and will be matched with tutors from the June training workshops. Each tutor placed, was given an orientation to the site and an introduction to the adult learner to begin teaching.

E. Established a model program and training guidelines (See V.I.T.A. MODEL and TRAINERS GUIDE enclosed with this final report) to facilitate other Literacy Councils in their development of a Volunteer Resource Bank and more effective coordination with their area educational and human service providers.

DESCRIPTION:

VITA was designed to develop a training and reporting system to better coordinate services between area educational and human service agencies serving special needs adult learners which will require one to one tutoring. A training system was created using many existing resources, and developed into 7 mini workshops or inservices which were used, as appropriate, to meet the special teaching needs of the volunteer tutors. Using this training system, the project developed a Volunteer Tutor Resource Bank consisting of teams of volunteers, tutors, and teachers trained in areas of Basic Literacy, Basic Life Skills Development, Learning By Your Strengths for learning disabled and mentally retarded

adults, Literacy Plus! for the Literacy to Pre-GED adult learner, GED Class Aide for handicapped or slow learning GED adult learners, and English as a Second Language for international adult learners of conversational English. Trained volunteers from the Tutor Bank were placed in area programs. Through a series of "Team Meetings" (See V.I.T.A. MODEL for an illustration of Team Meetings), the teaching services and courses of study for the adult students were coordinated with and reported to the cooperating area human service and educational providers.

TARGET AUDIENCE:

Literacy projects, ABE/GED projects, and Tutor Trainers serving adult special needs learners requiring one to one tutoring services.

PRODUCT:

The project final report with guidelines for a model program, V.I.T.A. MODEL, a TRAINERS GUIDE and a Volunteer Tutor Bank.

METHOD OF EVALUATION:

A. Objective-Based Assessment will measure the extent to which specific program objectives have been attained.

B. Product evaluation will determine materials and workshop effectiveness through use of the following (1) a training evaluation form to be completed by workshop participants, (2) a student and tutor program evaluation form to be completed by students and tutors in special programs to determine effectiveness of materials and staff support and to measure student progress, (3) a referring agency evaluation form to be completed by those agencies referring clients or participating in coordinated delivery of services for clients to determine value of interagency cooperation and to measure the effect of that cooperation on the overall progress of the student.

II. INTRODUCTION

A. PURPOSES/OBJECTIVES

Adult Basic Education programs often serve the gamet of 0 - GED level students in their ABE/GED classes. Traditionally, literacy councils have recruited and been a resource for agencies seeking one to one tutors for the 0 - 4 level students in those classes. And concurrently, the deinstitutionalization of many handicapped adults has resulted in an increased number of special needs adult learners living in the community and in need of reading and writing instruction in areas of Basic Survival and Employability Skills.

As the ABE programs continue to reach out, more and more handicapped or special needs people are availing themselves of the opportunity to continue their education. The ABE classroom teacher can not always address the one to one exceptional teaching needs of these students.

Since 1973, Mid-State Literacy Council has been providing tutors for the ABE classroom teachers and for the area human and vocational service agencies to work with special needs adult learners on a one to one basis. To insure student progress toward learning and living goals, MSLC had needs in two areas: 1) to be able to incorporate the valuable resources of statewide special projects and materials into our current Laubach literacy and LVA English as a Second Language training plans in order to better prepare our tutors for their special teaching assignments; and 2) to be able to coordinate our services with others providing services to our mutual clients to avoid needless duplication of instructional services and to plan a comprehensive course of study plan to insure clients progress towards learning goals.

Project VITA (Volunteers in Tutoring Arrangements) for Community Education ABE/GED Programs has developed 7 mini training programs utilizing the many statewide 310 special training projects and materials

as well as Laubach Basic Literacy training programs. The mini workshops can be used in combination with one another or individually to supplement regular training programs or as needed for tutor inservices to meet the needs of a special tutoring assignment. The needs of area agencies for volunteer tutors were assessed. Using combinations of the mini training programs, tutors were trained in specific areas to meet the tutoring needs expressed by the agency needs assessment, thus creating a Tutor Resource Bank for area community agencies to draw upon for tutors to meet their adult learners'special needs. The project has also developed a model program for coordinated services between cooperating agencies through referral systems and team meetings between agencies, students, tutors, teachers and all casework personnel.

B. TIME FRAME/PROCEDURES

1. Developed and conducted a survey of area agencies to establish: — July-Jan.
   - -educational needs to be addressed in the training and placement of volunteers.
   - -a contact person within each agency who would be responsible for interagency coordination of educational plans for adult learners.
   - -adult learners needing tutors or agencies in need of tutors for their educational programs.
2. Identified, selected and assigned tutor trainers by areas of expertise to be used for each training workshop. — August
3. Recruited volunteers. — August-Apr.
4. Interviewed and screened volunteers and obtained references for each applicant. — August-May
5. Placed each volunteer in a training program best

suited to their strengths and areas of interest.

6. Held monthly trainers meetings to: August-May

   -Orient new trainers/consultants to the special training needs to be addressed with each group of volunteers.

   -Research and select training materials.

   -Develop a package for each workshop consisting of curriculum outline, inventory of training materials and training schedules.

7. Conducted and evaluated 15 workshops and inserviced 14 tutors by appointment. (See Appendix A - for Training Record.) August-June

8. Placed trained volunteer tutors in area educational classes for orientation and to begin teaching. Sept.-April

9. Coordinator conducted "team meetings" of Program Coordinator, Caseworker/Teacher, Tutor and Student to develop the student's Individual Education Plan/ Course of Study and/or to evaluate progress made towards the goals of the Course or Educational Plan. Sept.-June

10. Matched remaining trained tutors with individual students.

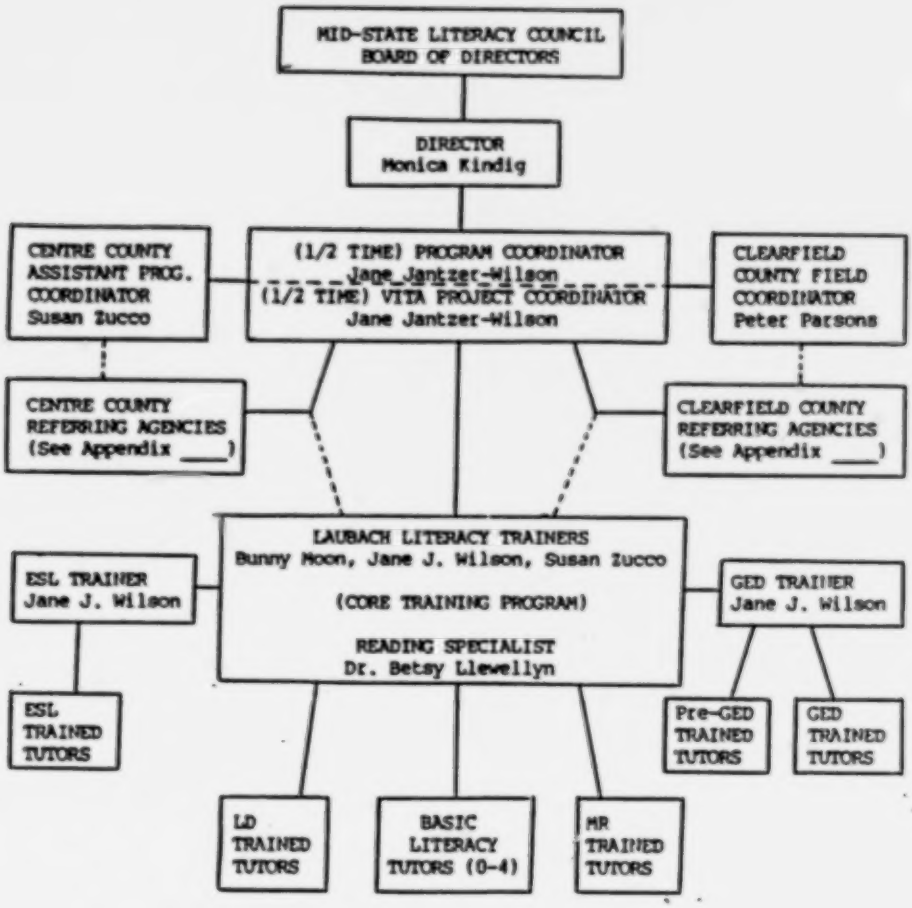
11. Tutors reported monthly on students' work and progress made towards learning goals.

12. Conducted project evaluation of students and tutors in special programs. May

13. Surveyed cooperating agencies for comments as to quality of service delivery and effectivness of interagency communications. May-June

14. Wrote final report. June-July

C. ADMINISTRATIVE STRUCTURE



DIRECTOR - MONICA KINDIG

As director, Ms. Kindig was responsible for:

a. project bookkeeping and budgeting;

b. overseeing project reporting and record keeping.

Ms. Kindig has been the Director of MSLC from December 1984 to the present, June 1985. She has been responsible for the planning and implementation of the agency budgets, designing and directing of agency government grants and projects, and for the overall implementation and reporting of agency programs. She has previously worked with a Department of Labor and Industry program as Employment and Training Specialist with migrant adults and also as a Career Education Coordinator for a Department of Education project for migrant children operating in a 25

county area. During this time, she also helped develop a High School Equivalency Program (HEP) for the state of Pennsylvania and worked as the programs Recruitment Coordinator and Career Counselor for the central region. With MSLC, she has directs a Chapter One Parents Literacy Project. One of three projects in Pennsylvania instructing functionally illiterate parents of Chapter One eligible children to improve their literacy skills and learn to encourage their children in school, preventing "third generation illiteracy." She has also directed a 310 special demonstration project, Project PROUD, publishing 6 manuals of student writings obtained by the use of the Language Experience Approach to Reading, and a special recruitment project for rural women sponsored by the Pennsylvania State University, Department of Agriculture.

PROJECT COORDINATOR - JANE JANTZER-WILSON

As project coordinator, Ms. Wilson was responsible for:

a. coordinating all project activities;

b. advertising the project to area agencies;

c. establishing contact and recruiting participating agencies/institutions;

d. design survey and project evaluation instruments;

e. recruiting, interviewing and screening volunteers;

f. recruiting, interviewing and pre-testing adult learners;

g. planning and arranging workshops with tutor trainers and instructional specialists;

h. consulting with MSLC's county coordinators and trainers for selection and ordering of training materials and materials for special needs adult learners;

i. placing trained volunteers with agencies/institutions requesting specialized tutors;

j. arranging and conducting team meetings to develop adult

learner's Individual Education Plan (IEP), review adult learner's progress, continually reevaluate and update IEP's, and to facilitate interagency communication for coordinated services;

k. compiling and completing training packages, outlines, and schedules;

l. post testing adult learners for individual progress;

m. conducting program, student and tutor evaluations;

n. writing final report and interium reports.

Ms. Wilson has been employed for the past six years as the Program Coordinator for the Mid-State Literacy Council (MSLC). Her duties have included the management of a two county tutoring program, designing of program records systems, curriculum and testing development for adult new readers, teaching special needs adults in Reading, Writing, English as a Second Language (ESL), Basic Life Skills and Math, and the training and supervision of volunteers working with special needs adult learners. In addition to her VITA and Program Coordinator responsibilities, she is a certified tutor trainer by Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA) and a LVA Workshop Leader and Staff Development Trainer. She has designed training programs for tutors working in the ESL, MR and LD programs of MSLC and trains volunteers throughout an eleven county central PA region in Basic Literacy, Special Needs Adult Learners, ESL, and Council Administration. In 1982, Ms. Wilson presented a seminar at the LLA National Conference in Black Mountain, North Carolina on Student Assessment Procedures, introducing her Five Part Assessment Process for Basic Literacy and Special Needs Learners. In the past, she was employed by county MH/MR facilities to establish and implement various staff training and volunteer programs to improve client programs. At which time she was also involved in several therapy and parent training projects with the Penn-

sylvania State University (PSU), Western Psychiatric -John Merrick Program for emotionally disturbed children and the John F. Kennedy Institute for mentally retarded adolescents and young adults. Prior to that, she was employed 3-1/2 years by Penn State University to design and administer special projects in Course of Study development, dissemination and evaluation and Teacher/Staff Development inservices for Pennsylvania Area Vocational Technical Schools for the PA Department of Vocational Education. During that time she also served on the Advisory Board for Curriculum Review for the College of Education of Penn State.

READING SPECIALIST - ELIZABETH LLEWELLYN, D.ED.

As a reading specialist contracted for this project Dr. Llewellyn was responsible for:

a. supervising tutors instructing MR adult learners in our Basic Life Skills Course;

b. providing inservice training for tutors working with MR and LD adult learners;

c. researching and providing supplemental training materials and ideas for Basic Skills Course and Learning By Your Strengths tutor training/inservice programs;

d. advising tutors and coordinators on teaching strategies for special needs adult learners.

Dr. Elizabeth Llewellyn, a reading specialist and coordinator of special programs for the Bald Eagle Area School District was contracted for this project because of her extensive experience working with mentally retarded and special needs students.

GED TRAINER - JANE JANTZER-WILSON

As the GED Trainer, Ms. Wilson was responsible for:

a. reviewing and outlining curriculums in area ABE/GED classes;

b. developing training plans for the Literacy Plus! and GED class aide tutor inservices;

c. inservicing tutors in the Literacy Plus! program;

d. advise training staff when needed regarding Pre-GED and GED training.

Ms. Wilson was contracted for this position as her past experience in assisting the two local ABE/GED programs made her most knowledgeable of the materials and methodologies of both programs for which we would be preparing tutors. She has been a literacy trainer for 5 years, assisted the Penn State University ABE/GED program run by the State College Area School District with assessment, prescription and evaluation of their ABE/GED students and inserviced literacy and ABE teaching staff at national literacy and statewide adult education conferences.

BASIC LITERACY TUTOR TRAINER - BUNNY MOON, JANE J. WILSON, SUSAN ZUCCO

Ms. Moon, LLA Tutor Trainer for 4 years and Supervising Trainer for 2 years; Ms. Wilson, LLA Tutor Trainer for 5 years and Supervising Trainer for 1 year and LVA Tutor Trainer for 6 years; and Ms. Zucco, an Elementary Education Teacher and Apprenticing as a LLA Tutor Trainer are employed by the Mid-State Literacy Council on a volunteer basis and were responsible for:

a. conducting Basic Literacy Tutor Training and Tutor Inservices;

b. preparing training outlines and schedules.

ENGLISH AS A SECOND LANGUAGE TUTOR TRAINER - JANE JANTZER-WILSON

As the ESL Trainer, Ms. Wilson was responsible for:

a. conducting ESL Tutor Training, Tutor Inservices, and workshop evaluation;

b. preparing training outlines and schedules;

c. selecting and outlining curriculum used in the ESL program.

Ms. Wilson has been teaching English as a Second Language (ESL)

for the past 8 years and is a certified LVA Tutor Trainer for ESL. She has also instructed in LLA ESL workshops as a guest lecturer. She has developed the MSLC's training program in the teaching of Conversational English as well as developed an inventory of oral language skills.

CENTRE COUNTY ASSISTANT PROGRAM COORDINATOR - SUSAN ZUCCO

As Centre Co. Assistant Program Coordinator, Ms. Zucco is responsible for:

a. assisting with recruiting, interviewing and screening of volunteers;

b. assisting with recruiting, interviewing, pre-testing and post testing of adult learners;

c. arranging and preparing for workshops;

d. assisting with the selection and ordering of materials for adult learners;

e. assisting with the matching of trained tutors;

f. participating in team meetings to develop student IEP's and evaluate student progress;

g. reviewing tutors' monthly reports.

Ms. Zucco has been employed since January 1986 as Assistant Program Coordinator for Centre County. She has Teacher's Certification in Elementary Education, has been certified as a LLA Basic Literacy Tutor and is apprenticing and participating as a Tutor Trainer in Basic Literacy workshops. She is also, in addition to her VITA and Coordinator's responsibilities, coordinating a recruitment project for Rural Women from the Pennsylvania State University, Department of Agriculture.

CLEARFIELD COUNTY FIELD COORDINATOR - NERISSA BROAD, JANICE KNESS, PETER PARSONS

The Clearfield Co. Field Coordinator is responsible for:

a. assisting with advertising the project to area agencies;

b. establishing contact and recruiting participating agencies/ institutions;

c. recruiting, interviewing and screening of volunteers;

d. recruiting, pre-testing and post testing of adult learners;

e. scheduling, arranging and preparing for workshops;

f. assisting with the selection and ordering of materials for adult learners;

g. matching and placing trained tutors;

h. participating in team meetings to develop student IEP's and evaluate adult learner's progress;

i. reviewing tutors' monthly reports.

Ms. Broad, certified Secondary Education , was the Clearfield Coordinator from January 1985 to December 1985. She has worked 5 years as Teacher of Educable Mentally Retarded children for the Central Intermediate Unit 10 of Philipsburg, PA. She assisted in curriculum development and instructed students in English, Social Studies, Mathematics, Science, and Remedial Reading. She served 2 years as Director, assisting with the initial establishment of Camp Confidence, a summer camp for mentally and physically handicapped children. Ms. Kness, certified in Secondary Education, was the Clearfield Coordinator during an interium period from January 1986 to May 1986. She has taught for 5 years: instructing children in Reading, Writing, and Phonics; and young adults in high school and at Bi-County Addictions Center in GED instruction. Mr. Parsons has been coordinating the Clearfield program since May 1986. His experiences range in program management, sales, and marketing nationally and internationally. As a Commercial Research Manager, he was responsible for all corporate Market Research, Planning, Forecasting and Corporate Advertising. Mr. Parsons has also had over 5 years

experience with organization and management of social service and volunteer organizations in Elk County.

TRAINED TUTORS

As trained tutors, MSLC VITA volunteers were responsible for:

a. attending 6 to 10 hours of initial tutor training;

b. attending one (2 to 3 hour) teaching inservice;

c. attending team meetings when scheduled for their adult learner;

d. reporting once a month on teaching activities, problem areas, and student's progress towards learning goals;

e. scheduling a mid-term appointment with the Program Coordinator to review student progress.

D. AUDIENCE/TARGET POPULATION

Project VITA for County Educational and Human Service Agencies is intended for literacy projects, ABE/GED programs and tutor trainers or staff development trainers to use in training or inservicing volunteers, teachers or para professional staff to teach Basic Literacy or Special Needs Adult Learners. Trainers utilizing this project should have experience teaching in the areas of the training program they will be delivering. The "Trainers Guide" included with this report will provide trainers reference material, schedules and curriculum outlines in seven program areas. "VITA, Volunteers in Tutoring Arrangements for County Eductional Programs Model," also included, is useful to literacy and education program administrators who wish desire to coordinate instructional services provided to adult learners with human service programs also serving those same adults.

E. DISSEMINATION/AVAILABILITY OF REPORT AND PRODUCT

Project VITA, Volunteers In Tutoring Arrangements for County Educational Programs was coordinated at the Mid-State Literacy Council

Offices in Centre and Clearfield Counties. The final report, including the Trainer's Guide, and guidelines for Model is available for statewide dissemination through AdvancE.

III. PROJECT OBJECTIVES

A. OBJECTIVE 1

To coordinate an educational cooperative between area agencies requesting literacy volunteers to serve special needs populations of Clearfield and Centre Counties.

This objective was met. A project coordinator was hired and a contact person located in each referring/cooperating agency to develop a network for interagency communication and programs coordination. The needs of each agency for volunteer tutors was assessed. Curriculums were researched for suitability for special needs adult learners, outlines were developed and are published in the Trainers Guide enclosed with the final report. LVA and LLA certified Basic Literacy and ESL tutor trainers, a reading specialist and GED trainer were contracted to provide the specialized training programs.

B. OBJECTIVE 2

To develop the Volunteer Bank by preparing 80 to 90 volunteers with specialized training.

This objective was surpassed. 154 volunteers were recruited, interviewed, screened and placed into training programs in Centre and Clearfield Counties. (See Tutor Training Record - Appendix A.) Fifty-two, (52), volunteers were trained in 6 Clearfield County workshops held August and September 1985 and April through June 1986. Eighty-seven, (87), volunteers were trained in 10 Centre County workshops held September through December 1985 and February through June 1986.

As with many training and placement programs, there are gaps between demand and supply of trained volunteers. Whenever possible, these

"gaps" were kept to a minimum by providing shorter training workshops more frequently. This allowed volunteers to quickly get a minimum amount of training, sufficient to get started with their student. Since workshops were more frequently held and shorter, many volunteers came back for more advanced or additional training to expand their teaching knowledge and abilities. This process of gradual training balanced with teaching experiences with an adult learner netted two basic results or observations: 1) volunteers were not as likely to be overwhelmed at quantity of training material to learn, however, a few were hesitant to start tutoring without a follow up session; and 2) volunteers who taught an adult learner 2 to 4 weeks before additional training were better able to understand the purpose and utilization of new teaching techniques demonstrated in training -- volunteers were able to more effectively absorb and use material learned in a 6 - 8 hour training than in a 12+ hour training.

Additionally, 15 volunteers were individually inserviced by trainers, on an availability to do so basis, to quickly start available volunteers with waiting adult learners and to address special training needs not routinely covered in workshops. And, using the VITA training programs, an additional 146 volunteers were trained for volunteer banks in other counties not covered in this specific project.

C. OBJECTIVE 3

To train volunteers in skills needed to teach adult learners in the following areas: a) Basic Literacy; b) those who are mentally retarded; c) those who are learning disabled; d) Pre-GED (5-8); e) GED (9-12); and f) ESL.

This objective was met with the exception of the GED area, since there were no requests for volunteers in GED classes this year. Tutor trainers met every 1 to 2 months as needed to receive orientation

to the special training needs of each group of volunteers and to develop training packages for each workshop. (See the Trainers Guide published with this report.) Sixteen, (16), tutor training workshops/inservices were conducted (See Tutor Training Record and Training Summary - Appendices A and B), and fifteen, (15) tutors were inserviced on an individual basis as needed in Centre and Clearfield Counties.

D. OBJECTIVE 4

To identify students needing services and place the trained volunteer tutors in programs for orientation and to begin teaching.

This objective was met. Far more requests for services were received than the project allowed for in volunteer training. 171 adult learners were identified as needing services and 119 trained tutors from the Volunteer Bank were placed in programs for orientation and to begin teaching. (See Clearfield and Centre County Referral and Service Records - Appendix C for record of referrals received, served and those not served and are awaiting tutor placement.)

E. OBJECTIVE 5

To establish a model program for othe Literacy Councils to develop a Volunteer Bank and coordinate with their area educational and human service providers.

This objective has been met. Included in the final report, see "(VITA) Volunteers in Tutoring Arrangements, for County Educational Programs Model" for a description of agency networking with the Volunteer Bank and sample forms used for interagency coordination. Additionally, the "Trainers Guide" enclosed with this report describes training programs, outlines training schedules, and lists resources for training package.

IV. EVALUATION

The evaluation of Project VITA, Volunteers In Tutoring Arrangements for County Educational Programs is in two parts. First an objective based assessment has taken place. Each objective was met as outlined in the previous chapters.

Second, the product evaluation was conducted through the use of the following evaluation instruments.

a. Training evaluation form to be completed by workshop participants.

b. Program service and delivery evaluation form to be completed by tutors and students in special learning programs.

c. Program service and coordination evaluation form to be completed by those agencies referring clients or participating in a coordinated delivery of services plan for clients.

The training evaluations were distributed to all participants of workshops and inservices. A sample copy of the evaluation form used can be found in the "Trainers Guide" included with this report. All participants completed evaluations and all participants found the workshops/inservices "most helpful" and "informative." As to preparedness for their tutoring assignment, all new tutors responded to the initial training as being adequate to excellent (36% responded adequate, 47% responded very well and 12% responded excellent).

As to inservices, training beyond initial workshop, all responded to the various subjects offered (Learning By Your Strengths, Basic Skills Literacy, Literacy Plus! etc.) with strong enthusiasum. All rated the additional inservices as excellent to good. Some comments regarding areas most helpful are: "additional teaching methods," "group sharing,"

"review, when applicable, of points from initial workshop training," "new ideas gained -- teaching techniques, word activities, LEA application, lesson planning," "considering where LD and MR students are coming from and how to work with them...," "The seminar was comprehensive," "Trainers attitudes were very positive and encouraging," "Trainers were well prepared and knowledgeable," "liked arrangement of presentations," "time and pace of inservice was very comfortable." As noted in the evaluation of OBJECTIVE 2 of this report, workshop participants unanimously preferred shorter workshop sessions balanced with some beginning teaching experience rather than an initial training of 9 or more hours with no opportunity to meet a student or have any experience with the adult learner until completion of training.

Trainings in this project were run both ways. Half the workshops given were scheduled over a weekend and consisted of 9 to 10 hours. Most comments were positive, however criticisms (areas not helpful) ranged as noted: "Time constraints - weekend too long - length of workshop too long." "Pace of workshop dragged by Saturday afternoon." "More breaks - shorter sessions needed." Trainers commented that the completion rate of those attending the full workshop training was always 95% or higher for the 10 hour workshop. The other workshops were held stagering 3 or 4 training sessions over a 2 to 4 week time period with opportunity provided for workshop participants to meet their students or visit their site assignments before completing their training in the third or fourth week. This seemed to be the preferred training schedule by participants as there were no negative comments regarding the workshops (especially regarding pace and length of workshop). However, the trainers noted that the completion rate was much lower. Only an average of 60% of those participants attending the first session, fulfilled the

minimum training requirement (6 to 9 hours* depending on course taken).

The evaluations by students and tutors of the VITA project: service, delivery and coordination, were completed by those tutors and students involved in a coordination of services between cooperating agencies. A copy of these forms can be found in the "VITA Model" also enclosed with this report. Students reported unanimously: a) that they would like to continue with their reading program; b) that they have made gains related to their individual Courses of Study; c) the program was well liked and served them well to very well; d) that they would recommend the program to a friend. (See Appendix D - Student Program Evaluation Summary.)

Tutors reported unanimously that: a) inital training and preparation was above average to excellent; b) staff support and inservicing was excellent; c) those who commented, would recommend this program to a friend who wants to volunteer. (See Appendix D - Tutor Program Evaluation Summary.)

Program service and coordination evaluation forms completed by agencies participating in a coordinated delivery of services plan for clients were all returned with the exception of one in which staff changes made evaluation not practical. All reported that they would like this instruction program to continue for their clients. Interagency coordination was rated on a scale of 1 to 10 (not helpful to most helpful respectively). Fifty percent, (50%), reported interagency

*This has been determined by the Mid-State Literacy Council as the minimum amount of instruction required for volunteers with no prior teacher training or experience to satisfactorily tutor with no immediate inservicing to follow. New tutors who start tutoring with only 2 to 5 hours (less than 2 sessions) have required individualized inservicing or support (usually within 2 to 4 weeks) to adequately instruct their student for any long term basis (6 months or more). This does not apply to experienced teachers or volunteers with prior teaching instruction or experience.

coordination was a (9), most helpful; 25% an (8), very helpful; 20% as a (6), helpful; and 5% as a (5 or less), "not enough communication between individuals working with client"/not helpful. Note, that the last respondent indicated a desire for monthly team meetings. We provided team meetings as needed or at the most on a quarterly basis. All agencies responded positively to a continuation of this coordinated service delivery.

Those agencies receiving trained tutors for placement into their educational programs were surveyed by telephone to determine their satisfaction with the VITA training programs and preparedness of the volunteers placed in those programs. First, all those agencies receiving trained volunteers felt the volunteers were most necessary to their programs serving special needs adult learners enabling the teachers to deliver better quality (one to one) service; and a helpful support to programs with large classes where the extra volunteer assisted the teacher personalizing the help provided to the adult learner. Second, they felt the volunteers were well prepared. Many noted the experienced tutor with additional inservice training needed less direction and supervision in the educational programs/classes than did the newly trained and placed volunteer. However, all worked well. All of the programs receiving tutors through project VITA have requested more volunteers, in addition to those already placed, for next year 1986-1987. Most of the staff, receiving volunteers into their classes, attended some or all of the training seminars for the tutors so they had a basic familiarity with the type of preparation their assigned volunteers had been given. All teachers attending have rated the seminars very high and have said they were "helpful and informative" to them even for some of their own teaching needs.

V. RECOMMENDATIONS/CONCLUSIONS

Project V.I.T.A., Volunteers in Tutoring Arrangements, for County Educational Programs was successful. Due to the graduated modular training program, tutors were better prepared for their teaching assignments, were able to tutor more difficult students effectively with far less burnout. Volunteers have also been choosing to return to work with special needs adults which previously was uncommon.

Adult learners benefitted well from the services of specially trained tutors and interagency team meetings. Most of the adults liked participating in the team meetings, and said they appreciated being involved in the decisions about their goals and materials. Many additionally reported that after attending team meetings, they had obtained a better understanding of the time and effort required to attain their learning goals. A select few adult learners preferred not to participate in their team meetings. For those adults, team meetings were held as needed with the caseworkers to keep them informed of the student's progress and for help in coordinating lessons with home plans.

In addition to those counties served by MSLC, four other literacy councils received the specialized tutor training. All were very satisfied with the training programs and requested that they continue this year, 1986 through 1987. Many will have trainers participating in order to be able to deliver the training for their councils in the future.

APPENDIX A

1. Tutor Training Record

JULY 1, 1985 TO JUNE 30, 1986

GROUP TRAINED	DATE	No. of tutors trained in each classification: BASIC LIT	LIT PLUS	GED	BASIC SKIL	MR/LD LBYS	ESL	LEA	OTHER
MSLC - Clearfield									
-TRAINING	8/85	10						X	
-INSERVICE PKG	9/12/85					7			
-TRAINING+	4/14/86							5	
INSERVICE PKG	5/5/86				X	5			X-Newsppr
INSERVICE PKG	5/19/86	5							
-TRAINING	6/14/86	20						X	
-INSERVICE BY APT.	8/85-6/86				3				
MSLC - Centre									
-(T) BY APT.	9/16/85		2						X-Spell.
-TRAINING	9-10/85						4		
-TRAINING	10-11/85	6						X	
-TRAINING (RV)	10/85	12						X	
-TRAINING (RV)	11/25/85						21		
-TRAINING	2/15/86	1						X	
-INSERVICE PKG	2-5/86				14				
-INSERVICE PKG	12/12/85				2	X			Read Comp
-TRAINING	3-4/86						8		
-TRAINING (RV)	5-6/86	5						X	
-INSERVICE BY APT.	8/85-6/86	1				11			
SUB TOTAL:		72	2	0	19	23	33	5	X
LIT VOL - BLAIR									
-TRAINING	10/4-5/85	29						X	
-TRAINING	1/18/86	19						X	
-TRAINING	1/25/86						7		
-TRAINING	4/11/86	20						X	
-INSERVICE PKG	5/15/86				6	X			
HUNTINGDON - MT. UNION									
-TRAINING	10/12/85	8						X	
-INSERVICE PKG.	11/18/85					9			
-TRAINING	5/2-3/86	4						X	
HUNTINGDON SCI									
-TRAINING	3/12/86	20						X	
JEFF CO. LIT.									
-TRAINING	11/1-2/85	3						X	
-INSERVICE PKG	3/21/86	X			X	9		X	
FRANKLIN CO LIT.									
-TRAINING	4/19/86	12			X	X		X	LVA COMB.
SUB TOTAL:		115	0	0	6	18	7	X	X
TOTALS:		187	2	0	25	36	40	5	X

X indicates that components of this training package were incorporated into the regular training delivered.

APPENDIX B

1. Training Summary for Centre and Clearfield Counties

TRAINING SUMMARY
for
CENTRE AND CLEARFIELD COUNTIES

	Centre Co.	Clearfield Co.
Basic Literacy Training	37	35
Basic Skills Course	16	3
Learning By Your Strengths (MR/LD)	11	12
Literacy Plus (Pre GED)	2	0
English as a Second Language	33	0
GED	0	0
OTHER: Language Experience Approach	0	5
SUB TOTALS		
Basic Literacy Training	37	35
Specialized Inservicing/Training	62	20
TOTALS		
154 Tutors receiving training through VITA project.	99	55

We have also provided training to 4 other counties utilizing the VITA training packages.

TRAINING PACKAGE	LIT. COUN./COUNTY	#TUTORS TRAINED
Basic Literacy Training	-Lit. Vol. of Blair County	68
	-Huntingdon Literacy Council	12
	-Huntingdon Lit. S.C.I.	20
	-Jefferson Co. Lit. Project	3
	-Franklin Co. Lit. Council	12
Basic Life Skill Course	-Lit. Vol. of Blair County	6
Learning By Your Strengths	-Huntingdon Co. Lit. Council	9
	-Jefferson Co. Lit. Council	9
English As a Second Language	-Lit. Vol. of Blair County	7
SUB TOTALS		
Basic Literacy Training		115
Specialized Inservice/Training		31
TOTAL		
146 Tutors in Other Counties receiving Specialized Training from Project VITA training packages.		146

APPENDIX C

1. Centre County Referral and Service Record

2. Clearfield County Referral and Service Record

CLEARFIELD COUNTY REFERRAL AND SERVICE RECORD

Referrals received to date: 3/24/86

	#Referred	#Served	#Waiting	#Not Interested
Clearfield/Jefferson Co. MH/MR	2	1	1	
DuBois MH/MR (Partial Hosp.)	6	2	4	
Houtzdale MH/MR	6	6	0	
United Cerebral Palsey	3	1	2	
Goodwill Industries	2	2	0	
Bi-County Addiction	1	1	0	
Presbyterian Home, Philipsburg	1	1	0	
Clearhaven Nursing Home	1	1	0	
Amity Hall Nursing Home	2	2	0	
Mt. Laurel Nursing Home	1	1	0	
Salvation Army	2	2	0	
Office of Voc. Rehab.	5	5	0	
Community Action	1	0	0	1
Children and Youth (Philipsburg)	1	0	0	1 NE
Development Center for Adults (C.I.U. - 10)	1	0	1	
Head-Start (Houtzdale)	1	1	0	
Philipsburg Ar. Sch. District	1	0	0	1
Individuals	14	11	2	1
TOTALS	52	39	9	4

NE = Not Eligible for service, GED class will pick up.

CENTRE COUNTY REFERRAL APPENDIX - C

AND

SERVICE RECORD

Referrals received to date: 3/24/86

	#Referred	#Served	#Waiting	#Not Interested
Skills, Inc. (Group Home)	5	4	0	1
Skills, Inc. (Sheltered Workshop)	9	9	0	-
Strawberry Fields, Inc.	6	4	0	2
Assoc. for Retarded Citizens	2	1	0	1
Centre County Prison	3	1	0	2
Community International Hospitality Council (ESL)	16	8	7	1 NE
Development Center for Adults (I.U. - 10)	9	3	2-High Priority	4
Talleyrand	1	0	0	1
Keystone Legal Center	1	0	0	1
Rockview S.C.I.	35	33	2	
Individuals	15	9	2	4
Individuals - ESL	17	8	3	6*
TOTALS	119	80	16	23

NE = Not Eligible, did not need services.

*Two ESL individual referrals were not served by MSLC but were referred to the Community International Hospitality Council for services more appropriate to their needs.

APPENDIX D

1. Student Program Evaluation Summary

2. Tutor Program Evaluation Summary

1. Why did you enter the program (What did you want to learn)? "read"; "anything I can"; (5) responses: to read and write; "to read big words better and to spell"; "how to read baseball stories and about football games"; "learn to read and write stories about many things"; "read words to music".

2. Are you leaving the program? YES NO If so Why? All responded that they want to stay in the program.

3. What have you learned with your tutor this year?

1	Completed the Laubach Way to Reading Series	___	Completed Drivers License Study
___	Completed study for GED	___	Completed Job Search Study
___	Completed Pre GED study	4	Other: (list) completed LWR Skill Book #1.

OTHER GENERAL GAINS? (i.e. can read newspaper, fill out forms, read package directions etc.)

LIST: (3) responded: can write numbers and alphabet; (2) responded learning names and sounds of the letters; learned a recipe; (3) responded: planning and writing out menus; (2) responded: telling time; writing checks; reading safety signs; reading street signs in town; filling out forms.

4. Do you feel this is the end of your formal education in reading and writing? (Circle: YES NO) (All responded NO)

If you circled NO, what are your plans? _____

5. Would you like to continue your classes? (Circle: YES NO) (All responded YES

If you circled YES, what would you like to study or be better able to read or do next year?

2	Study for GED	___	Write Business Letters	5	Read Package Directions
1	Get GED	5	Write Personal Letters		
5	Read Newspaper	5	Read Menus	6	Magazines
2	Phonics	7	Spelling	5	Signs
2	con't w/ checking account.	1	Job Applications	1	Pleasure Reading

6. What did you like about the program? "learning about checking account"; "writing letters"; "learning"; "the tutors"; "learning to spell better"; "to learn at my own speed";

7. What did you not like about the program? "Nothing"; "sounding out words"; "classes not long enough"; "I like everything".

8. How well do you feel the program served you? (Circle one answer below.)

Exceptionally Well	Very Well	Good	Fair	Poor	Not At All
(8) responses	(8) responses	(4) responses			

9. What words of advise do you have for another student entering our program?
"I'd tell other people to come here"; "to take the course"; "good program - stick with it"; "if I can do it, you can do it too. Anybody".

(Use the back of this page for additional comments if you need it.)

1. Program area in which you have participated, tutoring

7	Mentally Retarded Student	32	Basic Literacy Student
14	Learning Disabled Student	2	Pre-GED Student
10	ESL Student	____	GED Student

2. Courses or inservice topics which I have utilized in my work with my student (check as many as apply).

____	Job Search Course	11	Learning By Your Strengths (MR/LD Inservice)
1	Check Writing Course	38	Basic Literacy Training Course
____	Survival Sight Reading Course: (topic) _____	5	Project READ Course of Study
2	Menu & Recipe Reading Course	10	English as a Second Language Training
2	Duet Reading	____	GED Training Course
2	Using the Newspaper	2	Literacy Plus Training Course (Pre-GED Inservice)
5	Language Experience		
2	Math Course		
1	Other: flash cards		
	word lists		
	phonic & speech sounds exercises and games		

3. Adequacy of training in preparing you for your student assignment. (Rate: 5, very adequate, to 1, not adequate)

5 4 3 2 1

(30) responses (32) (3)

4. Adequacy of staff support/inservice training provided to you in your student assignment. (Rate: 5, very adequate, to 1, not adequate)

5 4 3 2 1

(41) responses (24) responses

5. Suggestions for improvement (i.e. training, program schedules, staff support, matching, etc.)

"with each individual it is different"

"to spend more time with student" NOTE: comment was made by a tutor from the prison. Only one hour is allowed with student.

(Most did not make comments.)

6. Future inservice topics you would like presented:

Hygine
Black History
Advanced training -- regular teaching, more than one.
Teaching Basic Living Skills

7. Would you recommend this program to a friend who wants to volunteer?

YES NO

Most respondents did not complete this question. Those who did answered YES.

8. Comments or suggestions :

"In three days of training and one year of tutoring, I learned more about communication than I'd learned in four years of English courses at Penn State -- and Penn State's English curriculum is excellent. But, best of all, I made a good friend in J. my student. Thanks."

"I have thoughly enjoyed the time spent with my student. I hope that I have helped him in his desire to become a reader, and that we will be able to continue together in the Fall."

"it is rewarding yet at the same time demanding - interesting"

"feel overburdened. Too many students need help and would like to help them all, but can't. Not just assigned students, but all. Suggest more material for spanish students to learn English at several different levels to fit individuals.

V.I.T.A.

Volunteers In Tutoring Arrangements for County Educational Programs

MODEL

SPECIAL DEMONSTRATION 310 PROJECT

#98-6008

MID-STATE LITERACY COUNCIL

121-1/2 East Beaver Avenue

State College, PA 16801

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I. INTRODUCTION

The VITA (Volunteers In Tutoring Arrangements for County Educational Programs) MODEL was designed for implementation by Literacy Councils and Service Delivery Areas (SDA's) to improve the interagency communication and coordination of services between educational programs and human service providers serving mutual clients.

The need for better interagency coordination was seen by Mid-State Literacy Council (MSLC) who was providing literacy services to clients in MH/MR, correctional, nursing home, and many other types of facilities. Additionally, MSLC was called upon by the two county education providers, the school district and the intermediate unit, to provide trained tutors in their Adult Basic Education/General Education Development (ABE/GED) classes to work one on one with Literacy (0 - 4.0) and special needs (ESL, physically and/or mentally handicapped) students.

For many special needs students, their greatest learning progress is achieved when learning goals directly correlate with their living and employment literacy needs. To achieve this, a means for coordination of learning activities with home and work environments was needed. Tutors had to know the adult learner's goals/activities at home and work (i.e. recipes, package directions, family names, street signs, daily and weekly routines, work orders, mail, etc. to be read or written) in order to teach key survival vocabulary, reading, writing and math skills most important to and reinforced by that adult learner in their use of that material in the performance of their everyday life functions.

Additionally, since MSLC was the largest recruiter in both Centre and Clearfield Counties for volunteers in education, MSLC was relied upon by other area educational programs for the provision of trained

tutors or para-teachers to work with literacy and special needs adults in their classrooms. In the past, basic literacy training has not been enough to equip volunteers to manage well within the classrooms with students containing multiple skill levels (i.e. high reading level, very low spelling and writing skill level or a GED adult learner passing the Math test easily who has below a 3.0 reading level). It seemed that additional inservice training was needed by these volunteers serving in duel capacities. The "Trainers Guide" in this project outlines the various training schedules and materials used to provide the training needed.

This MODEL outlines the interagency cooperative established in Centre and Clearfield counties between the educational providers, ABE/GED/Literacy. It also outlines the process for monitering real student progress towards everyday living goals in reading, writing and math.

II. DESCRIPTION

The VITA MODEL is an outline for establishing coordinated literacy/educational efforts communitywide. The MODEL involves a process of assessing community needs and resources, establishing a cooperative between community providers for coordinated instruction plans, providing a means of checking/monitering and evaluating the adult learner's progress when instruction is delivered by multiple programs, and the training/inservicing volunteers and teachers to instruction needed.

A. PROCEDURES

1. Gathered resources. A survey was sent to all educational and human service programs serving adults in need of improving their reading skills. Types of agencies chosen to be surveyed were:

-Local Service Delivery Areas (SDA's) providing ABE/GED programs.

-Agencies serving refugees, migrants or international students/ visitors.

-Local Job Service Agencies and Job Training Programs.

-Sheltered Workshops serving physically or mentally handicapped adults.

-Community Living Arrangements (CLA's or Group Homes) for physically or mentally handicapped adults.

-Office of Vocational Rehabilitation.

-MH/MR Programs.

-Counseling Programs.

-Drug and Alcohol Programs.

-County and State Prisons.

-Salvation Army.

-Chapter One and Head Start Programs.

The survey requested an agency contact person as well as

information pertaining to the number of clients in need of Basic Literacy, Life Skills (for MR adults), Learning By Yours Strengths (for LD adults), Literacy PLUS! (for 5.0 - 8.9), GED or ESL instruction. The survey also indicated training programs available for staff training provided by the Literacy Council. Agencies indicated whether they wanted the training package or a number of specially trained volunteers or a combination there of for their agency. (See Appendix A for a Sample Survey/Needs Assessment used.)

2. Received the information from returned surveys and numerous personal contacts by MSLC staff. Determined the number of volunteers needed and the types of training to provide.

3. Compiled training materials and programs. The Project Coordinator, Tutor Trainers, a Reading Specialist resource person, and an ABE teacher of the school district and intermediate unit program were used. (See the "TRAINERS GUIDE" for outlines of those training programs.)

4. Recruited and trained volunteers, interested teachers and para-teachers. Teams of trainers representing needed areas of expertise were used. Initial training was 6 hours in most cases, followed by placement and later an inservice of 3 to 4 hours.

5. Placed volunteers, teachers and para-teachers in each of their respective tutoring assignments. During each placement, an initial "Team Meeting" was held between the Project Coordinator, teaching site instructor or clients caseworker, the tutor and the client/adult learner. Steps taken in this initial "Team Meeting were:

a. to introduce one another so all, including the adult learner, are comfortable with each other.

b. for the adult learner to express his/her learning goals as best s/he can. (Help, prompting or clarification was

given by the caseworker or class teacher when needed.)

c. to discuss the steps that need to be taken to meet the adult's learning goals; and to set up a planned Course of Study and a contract for participation by client, MSLC and coordinating agency.

d. to examine and discuss materials/curriculum to be used. Ask tutor and adult learner to review these for comment.

e. to set learning timeline and goals to be monitered and evaluated in six months.

f. to exchange names and phone numbers of all involved for continued contact between team meetings.

g. to set up first tutoring appointment between student and tutor.

h. to set up means of monthly communication between tutor and referring agency and MSLC.

i. when within a classroom setting, to orient both student and tutor to the room and various resources available. (Give a small tour, if necessary.)

6. Reported teaching activities and student progress monthly. Tutors reported to MSLC program coordinator via monthly reports/calendars and to client's caseworker or ABE/GED teacher monthly via phone or personal contact.

NOTE: Communication between coordinating agencies (regarding client participation or progress, or the coordination of instruction with everyday living or employment needs) is achieved primarily through the team meetings and tutors' monthly contacts and reporting. In a few cases where formal written reports were needed by the coordinating agency for their client's treatment records, they were provided by MSLC if included as part of the

initial contract for services drawn up in the initial team meeting. The frequency of these reports was biannual.

7. Conducted quarterly team meetings. Quarterly team meetings of Program Coordinator, teacher/caseworker, tutor and adult learner reviewed the following:

a. goals met by adult learner or progress made.

b. client's course of study or individual education plan (IEP). Reviewed and changed if needed.

c. general information (sharing)

NOTE: A formal evaluation of the adult learner's reading, writing and computation skills was done every 6 months to check progress made. In quarterly team meetings, clients reviewed their achievements or individual competencies gained since their last team meeting. Competencies noted are not only those of academic achievement but also those made towards everyday living and employment goals.

Regarding the frequency of team meetings or skills testing for each client, it was determined on a case by case basis by those involved in the initial team meeting. Many clients did not require 4 team meetings with 2 formal evaluations yearly to provide adequate support to the tutor and adequate information to the coordinating agency. That figure was an ideal which we strived to provide when deemed necessary for adequate follow up, support and communication on the client's behalf. On the average, each client is given a skills evaluation yearly and is involved in 2 team meetings yearly.

III. INTERAGENCY NETWORK

The interagency network was established through an initial planning meeting in which service and referral contracts were made. Some points which were helpful to consider when working out the cooperative/shared arrangements were:

A. To identify the problem or needed service the cooperative arrangement would address.

B. To identify the product of the shared service. (i.e. client instruction based on home, or employment needs; OR client instruction coordinated with classroom instruction; OR monthly reports regarding client progress made to coordinating agencies)

C. To identify the services currently provided by agencies participating in the contract.

NOTE: Only redistribute services currently furnished by one provider to another provider if it is mutually acceptable and is more efficient for the overall coordination of services.

D. To identify additional service(s) to be provided to achieve the coordination of services plan.

E. To work out an agreeable plan to meet the additional needs for a coordinated services plan.

Arrangements agreed upon for the interagency coordinated services plan should be documented and distributed to all agencies involved. As is common in human services, staff changes are frequent and the documentation of arrangements will help to insure consistance in the operation of the coordinated plan.

IV. MODELS

A. County Mental Health/Mental Retardation (MH/MR), Senior Center/ Community Action and Literacy Council Co-op

1. PROBLEM/NEED: An MH/MR facility with clients needing literacy instruction was located in a very rural area. Prior attempts for the literacy council to recruit volunteers in that area were not successful.

2. PRODUCT OF COORDINATED SERVICE PLAN: To have a site which can supply and accomodate a group of tutors to work with clients of a MH/MR facility based in a rural town.

3. IDENTIFIED RESOURCES:

a. The MH/MR program was housed in the Community Action building which also accomodated a Senior Citizens Program and MH/MR had the local contacts to recruit this group for help.

b. From the arrangements made by MH/MR, the literacy council promoted the tutoring program and recruited volunteers from the Senior Citizens Group.

c. MH/MR recruited two clients from their counseling programs who would be able to tutor.

d. The literacy council provided the volunteer training from the Basic Literacy, Basic Skills and Learning By Your Strengths training packages outlined in the "Trainers Guide" included with this report.

e. The literacy council conducted the tutor/student matches and monitered student progress. Due to overwhelming success in volunteer recruitment, more tutors were trained than students referred. The extra tutors were then used to serve the literacy council clients in the area waiting for tutors.

f. Because of the building arrangements the MH/MR counselors were easily accessible to the tutors and literacy council program coordinator for information sharing and reporting client progress.

4. CONTRACT BETWEEN COORDINATING AGENCIES:

a. MH/MR and literacy council would provide the adult students interested in improving their reading, writing and Math.

b. Community Action will provide the tutoring and training space.

c. The Senior Citizens and MH/MR will provide the volunteer tutors.

d. The literacy council will provide speakers for volunteer recruitment.

e. The literacy council will train, support and supervise the volunteer tutors.

f. The literacy council will assess the adult learners' skill levels, provide recommendations on Course of Study and match the adult learners with tutors.

g. Volunteer tutors will provide the reporting of students' progress to literacy council and MH/MR counselors when appropriate.

B. English As A Second Language, (ESL) Programs Co-op

1. PROBLEM/NEED: A large concentration of transient international visitors (college professors, undergraduate and graduate university students and their spouses/families usually in the community 2 to 4 years) availing themselves of as much ESL instruction as possible often enrolling in 2 to 3 classes a week and requesting a literacy ESL tutor was taxing the ESL programs providing these services. Current program funding levels did not provide for the level of service requested by the international visitors; and at the expense of some international visitors not receiving needed ESL services, others were receiving more than adequate service.

2. PRODUCT OF COORDINATED SERVICE PLAN: A means of interagency communication needed to be established to eliminated duplicated referrals and services and to provide a system of outreach to those new to the community and in most need of help.

3. IDENTIFIED RESOURCES:

   a. Local school district offers 7 classes weekly for Beginner (some knowledge of English is needed), through Advanced ESL adult learners.

   b. The local literacy council provides ESL instruction in both converstional and written skill areas via one to one tutors from a Pre Beginning Level (no prior English) to an Intermediate Level.

   c. The university based international hospitality council provides Survival English and Cooking Classes with child care available and a variety of intercultural exchange opportunities (i.e. tours of local and historical sites, speaking opportunities for internationals in local schools

and morning coffees and lunches in private homes of various local communities.

d. A working referral system from the literacy council to the school district.

4. ADDITIONAL RESOURCES NEEDED:

a. A means for effective follow up to referrals from the literacy council to the school district and vice versa.

b. A means for effectively referring to the international hospitality council's flexible and diverse programs and obtaining response and follow up to referrals made.

c. A means for even distribution of ESL services to all ESL adults in need of help.

5. CONTRACT BETWEEN COORDINATING AGENCIES:

a. The university hospitality council recruited a volunteer to act as a community contact for their many programs offered. The community contact will accept ESL referrals from other community programs for placement into one of the hospitality council's programs, and will maintain contact with ESL adults awaiting services until placed in a program. The community contact will also report back on referrals accepted and placed in their programs to avoid duplicated service.

b. The literacy council will accept referrals from the school district or the hospitality council only, for ESL adults in need of tutoring and who can not otherwise attend one of the other existing community programs. The literacy council will report back to the referring agency information regarding acceptance and placement of individuals referred.

c. The school district will provide one ESL class, meeting twice weekly, to all international visitors able to get to the class sites. They will also help to facilitate transportation via car pools amoung adults interested in attending.

d. The literacy council and school district will regularly share class lists to follow up on referrals made and to check for duplication of service to ESL adults enrolled in the programs.

e. All ESL adults able to attend a class site but requiring child care will be referred to the university hospitality council's Survival English Class.

C. Literacy and Corrections Co-op

MODEL A: Literacy Council and State Penitentiary

1. PROBLEM/NEED: The state prison has large numbers of literacy and special needs adult learners in ABE classes in need of one on one instruction. The literacy council has been providing tutors to the prison one day a week for 1-1/2 hour sessions. Tutoring is needed five days a week and as up to 7 hours a day.
2. PRODUCT OF COORDINATED SERVICE PLAN: To have trained tutors who can work daily in ABE classes delivering individualized instruction as needed.
3. IDENTIFIED RESOURCES:
   a. Prison provides the adult learners interested in tutoring and a location for the tutoring.
   b. The literacy council provides tutors, needed tutor training, moniters the program and supports the tutors.
   c. The prison ABE teacher is available daily to provide teaching resources and some tutor support when needed.
4. ADDITIONAL RESOURCES NEEDED:
   a. Tutors who can work daily within the institution.
5. CONTRACT BETWEEN COORDINATING AGENCIES:
   a. Prison will provide the tutoring site, adult learners and recruit the tutors from their inmate population. They will also provide an ABE teacher for daily supervision of the tutoring program.
   b. The literacy council will provide the tutor training, inservicing and will moniter the program and evaluate the adult learners' progress made in the program.
   c. Prison tutors will conduct student intakes for literacy

council, skills assessments, tutoring, progress evaluations and report monthly to the literacy council Program Coordinator or Tutor Trainer Adviser.

d. The literacy council Program Coordinator or Tutor Trainer Advisor will provide monthly tutor meetings at the prison reviewing information received from tutors and making recommendations on courses of study, teaching strategies and any other areas of concern presented by the tutors, classroom teacher or literacy council coordinator.

MODEL B: Literacy Council and County Prison

1. PROBLEM/NEED: The county prison's population is transient. The inmates are awaiting hearings, sentencing, serving short prison terms; transferring from one county to the next and being released earlier. More so than is the state prison system. There is a need for a more rapid mobilization of services.
2. PRODUCT OF COORDINATED SERVICE PLAN: To have a quick and efficient process for identification of adults needing education, providing the needed service, and good interagency communications on prisoner's status for which to coordinate the service delivered.
3. IDENTIFIED RESOURCES:
   a. Prison has tutoring space available.
   b. Literacy council can provide trained tutors to work individually with adult learners, and the council can coordinate and moniter the tutoring program.
   c. The intermediate unit provides a GED teacher to hold a class once a week for any prisoners interested in attending. Attendance is irregular and fluxuates greatly.

4. ADDITIONAL RESOURCES NEEDED:

   a. A contact person with the prison who can provide referral information and coordinate communications between the prison and literacy council.

5. CONTRACT BETWEEN COORDINATING AGENCIES:

   a. Prison will provide tutoring space, and when possible, will notify the literacy council of prison transfers or changes in status involving those prisoners being tutored.

   b. The local prison society (volunteer advocacy group) will act as the contact person for interagency communications and referral information.

   c. The literacy council will provide trained tutors for adult learners in the county prison in need of individualized instruction.

   d. The tutors will report monthly to the literacy council's program coordinator regarding their student's instruction and progress in the program.

   e. The literacy council will provide to inmates leaving the prison or being transferred from the area information regarding a literacy contact to make once settled in their new area.

   f. The literacy council will present annually to the prison staff, prison society and prison inmates information regarding how to seek help, literacy services provided and how to pass the word to non readers about help.

D. Literacy and Human Services Co-op

1. PROBLEM/NEED: A coordinated services plan between human service agencies and literacy council serving mutual clients.
2. PRODUCT OF COORDINATED SERVICE PLAN: Improved quality of service to clients. For tutors, more information is made available to better coordinate client instruction with learning goals; thus helping client resolve immediate needs, encouraging the client to stay with the program and work toward long term reading goals.
3. IDENTIFIED RESOURCES:
   a. Literacy council provides trained tutors.
   b. Human service caseworkers provide counseling and assist with problem solving and life skills training.
   c. Literacy council, community churches, schools, libraries and community actions provide tutoring sites.
4. ADDITIONAL RESOURCES NEEDED:
   a. A means for monitering clients' reading progress in relation to everyday living skills.
   b. A means of interagency communication to coordinate teaching with client teaching with client's daily needs.
5. CONTRACT BETWEEN COORDINATING AGENCIES:
   a. Literacy council will provide to basic literacy tutors additional inservice training to individualize curriculums and lessons to better meet the everyday reading needs and learning styles of clients.
   b. The literacy council will continue to provide trained tutors and arrange for community tutoring sites.
   c. The literacy council will provide a program coordinator for participation in interagency team meetings and to moniter

the program and evaluate client progress.

d. Tutors will provide monthly reports to literacy program coordinator and monthly contacts with client's caseworker.

e. Human service agency will designate a caseworker for each client to participate in quarterly interagency team meetings.

f. If requested, the literacy council program coordinator will provide annual reports to coordinating agency regarding changes in client status (i.e. discharges, etc.) and yearly progress made.

E. Literacy Council and Local Service Delivery Areas

1. PROBLEM/NEED: Local school districts and intermediate unit conducting ABE/GED classes need volunteers to work one on one with literacy (0-4) and special needs (0-12) adult learners. And, there is a need for training classroom teaching staff to effective utilization of volunteers in their classes.

2. PRODUCT OF COORDINATED SERVICE PLAN: Improved retention of literacy and special needs adult learners within ABE/GED classes.

3. IDENTIFIED RESOURCES:

   a. School districts and intermediate unit provide learning sites and ABE/GED resource personnel/teachers to support volunteer tutors.

   b. Literacy council provides trained literacy tutors for adult students reading between 0 and 4.9 grade levels.

   c. The literacy council evaluates new referrals, matches adult learners with tutors, moniters tutoring program and evaluates adult learner's progress in the program and reports to class teacher annually.

4. ADDITIONAL RESOURCES NEEDED:

   a. A means to improve teacher and tutor communications and relations.

   b. A means to improve the literacy council's response time in meeting the demands for tutors by the ABE/GED classes.

   c. Tutors need more preparation: an introduction to the classroom environment and materials.

5. CONTRACT BETWEEN COORDINATING AGENCIES:

   a. School districts and intermediate unit provide learning sites and ABE/GED resource personnel/teachers to support

volunteer tutors.

b. Literacy council provides initial literacy tutor training followed by an inservice program, LITERACY PLUS!, for both ABE/GED teaching personnel and tutors: to acclimate tutors to the ABE/GED classroom/materials, to familiarize teachers and tutors with one another, and to formalize reporting, classroom procedures and job descriptions.

c. ABE/GED programs evaluate new referrals.

d. Team meetings are held to arrange tutor/student match and determine adult learner's course of study.

e. The literacy council moniters the tutoring process and, together with classroom teacher, evaluates student's learning progress.

f. The tutors report monthly to the literacy program coordinator regarding tutoring activities and confer as needed with classroom teacher.

g. Literacy council rearranged it's training schedule somewhat to better correspond with the cycles of ABE/GED classes and new student referrals. Volunteer recruiting begins 6-8 weeks before classes begin and tutor training workshops are held 2-4 weeks after classes begin. All ABE/GED programs are informed of trainings as scheduled to encourage teacher participation and by receiving training notices, classroom teachers are then more aware of when tutors are most available and to make timely referrals.

APPENDIX A

1. Cover Letter for Agency Needs Assessment

2. Services Description Sheet included with Agency Needs Assessment

3. Agency Needs Assessment

Mid-State Literacy Council

121½ E. Beaver Ave., State College, PA 16801 238-1809

DATE: August 28, 1985

TO: Centre and Clearfield County Educational and Human Service Agencies serving adults who need to improve their reading skills.

FROM: Jane Jantzer Wilson, Program Coordinator

Do you work with clients who want to improve their reading skills, and who have various handicapping conditions which make learning difficult? Mid-State Literacy Council (MSLC) can help your clients by providing specially trained volunteers to work one on one with them. Three ways in which your agency can utilize MSLC's services are:

1. to secure MSLC volunteer(s) for your client(s).

2. to secure MSLC training for your volunteers or staff.

3. to refer your client to MSLC for service on a space available basis.

This special training extention of MSLC is made possible by a Pennsylvania Department of Education special 310 grant: Project VITA (Volunteers In Tutoring Arrangements) for County Programs. The workshops will prepare the tutors with a general background needed for tutoring as well as specialized background to meet the special needs of the specific tutoring site or situation. The workshops are suited for both the untrained new volunteer as well as the professional educator, and can be designed to address the particular needs of a specific agency or volunteer. MSLC will also follow the training with testing for students and will coordinate all teaching plans and student progress evaluations with the participating agencies.

If your agency would like the training for it's volunteers or staff, or has clients who need the specialized tutor, then please fill out the attached questionnaire. All questionnaires should be returned to me by September 23, 1985.

Please feel free to call me at MSLC if you have any questions or if you would like to meet with me to discuss possible options for your agency.

encl:

SERVICES DESCRIPTIONS

INSTRUCITON LEVELS:

BASIC: serves clients who need reading, writing, and beginning math instruction from a zero grade level to a fifth grade level.

PRE GED: serves clients who need reading, writing, and intermediate math instruction from a fifth grade level to an eighth grade level.

GED: serves special needs (LD or physically handicapped) who need assistance with reading, writing or math instruction from an eighth grade level to the completion of the GED.

SPECIAL NEEDS PROGRAMS:

MR: serves mentally retarded adults who need reading, writing and math instruction on a BASIC (0-5) grade level. Emphasis of instruction is placed on reading, writing and math applications in everyday life activities.

LD: serves learning disabled adults who need reading, writing and math instruction on a BASIC (0-5) grade level. Emphasis of instruction is placed on reading, writing and math applications in everyday life activities. (Clients with speech or hearing problems with average or better intelligence are included in this category.)

PHY HAND: serves physically handicapped adults who need reading, writing and math instruction on all grade levels (BASIC, PRE-GED, GED). GED adult learners will be served at the recommendation of an ABE/GED program only.

ESL: serves international adults of county communities who need English speaking and listening skills and reading and writing skills on a BASIC level. This program is reserved for homebound clients or referrals from ABE/GED or ESL programs.

TRAINING PROGRAMS AVAILABLE TO AGENCYS' STAFF:

NOTE: These programs are designed primarily to train volunteers and area educators to work with adult learners. However, training programs can be adapted to be suitable for human services staff development and orientation.

BASIC LITERACY ONE: Training addresses the problem of functional illiteracy and introduces teaching methods and lesson planning to instruct the beginning adult reader with less than first grade reading skills.

BASIC LITERACY TWO: Training introduces teaching techniques, curriculums and lesson planning for the adult learner who has some reading skills but is not proficient enough to read the newspaper or function comfortably in the reading world. Student assessment and informal evaluation is also presented.

LITERACY PLUS!: Training familiarizes participants with adult student materials (0-12 grade), defines area education programs and providers, particular needs of the adult learner in transition from a literacy tutor to a GED class, and formalizes volunteer and teacher relations with a classroom structure.

GED CLASS AIDE: An introduction to the General Education Development (GED) Program.

BASIC SKILLS COURSE: Training introduces goal planning and Task analysis and learning performance charting, and application to goal specific instruction (i.e. Job Search and Job Keeping Skills, Using the Bus, Reading Menus etc.).

LEARNING BY YOUR STRENGTHS: Training program defines mental retardation (MR) and learning disablities (LD), the language learning process and teaching strategies for special needs (MR and LD) adult learners.

ENGLISH AS A SECOND LANGUAGE, (ESL): Training introduces the principles of teaching a modern language and methods of evaluating and teaching English conversation, emphasizing the development of aural and oral language skills. The methods introduced in this training are also suitable for any special needs (MR/LD) adult learner who needs aural and oral language skills developed.

REQUEST FOR FOR VOLUNTEER SERVICES
for
Mid-State Literacy Council

Agency Name: _____ Date: _____

Agency Address: _____ Phone: _____

_____

Contact Person for Agency: _____

Referring to the brief services descriptions attached, enter your projected needs for literacy volunteers for September 1985 through June 30, 1986.

ESTIMATED TOTAL NUMBER OF CLIENTS WHO WILL BE NEEDING TUTORS: _____

OF WHICH _____ have no handicapping condition - BASIC instruction level.

_____ are MR - BASIC instruction level.

_____ are LD - BASIC instruction level.

_____ are LD - PRE-GED instruction level.

_____ are PHY HAND - BASIC instruction level.

_____ are PHY HAND - PRE-GED instruction level.

_____ are PHY HAND - GED instruction level.

_____ are ESL - need English speaking and listening skills instruction at the BASIC and PRE-GED level.

_____ are ESL - need BASIC literacy instruction.

STAFF TRAINING DESIRED FOR YOUR AGENCY:

___ BASIC Literacy One

___ BASIC Literacy Two

___ Literacy Plus!

___ GED Class Aide

___ Basic Skills Course

___ Learning By Your Strengths

___ English As A Second Language, (ESL)

Please tri-fold this sheet and mail by September 23, 1985. Thank you.

APPENDIX B

1. Student Program Evaluation - Sample 1.

2. Student Program Evaluation - Sample 2.

3. Tutor Program Evaluation

4. VITA Project Evaluation by Referring Agencies

STUDENT PROGRAM EVALUATION

1. Why did you enter the program (What did you want to learn)? _____

2. Are you leaving the program? YES NO If so Why? _____

3. What have you learned with your tutor this year?

____ Completed the Laubach Way to Reading Series
____ Completed study for GED
____ Completed Pre GED study
____ Completed Drivers License Study
____ Completed Job Search Study
____ Other: (list)_____

OTHER GENERAL GAINS? (i.e. can read newspaper, fill out forms, read package directions etc.)

LIST: _____

4. Do you feel this is the end of your formal education in reading and writing? (Circle: YES NO)

If you circled NO, what are your plans? _____

5. Would you like to continue your classes? (Circle: YES NO)

If you circled YES, what would you like to study or be better able to read or do next year?

____ Study for GED	____ Write Business Letters	____ Read Package Directions
____ Get GED	____ Write Personal Letters	____ Magazines
____ Read Newspaper	____ Read Menus	____ Signs
____ Phonics	____ Spelling	
____ _____	____ _____	____ _____

6. What did you like about the program? _____

7. What did you not like about the program? _____

8. How well do you feel the program served you? (Circle one answer below.)

Exceptionally Well Very Well Good Fair Poor Not At All

9. What words of advise do you have for another student entering our program?

(Use the back of this page for additional comments if you need it.)

STUDENT PROGRAM EVALUATION

1. What things (goals) did you work on in your classes?
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

2. From the question #1, which goals did you finish? (Circle the letter of the goal you completed.)

   a b c d e

3. What other things have you learned with your tutor?

   _____

   _____

4. Would you like to continue with your classes? YES NO

   a. If you said NO, why?

5. What would you like to study next with your tutor?

   _____

   _____

   _____

6. What did you like about the program?

   _____

   _____

   _____

7. What did you <u>not</u> like about the program?

   _____

   _____

   _____

TUTOR PROGRAM EVALUATION

1. Program area in which you have participated, tutoring

____ Mentally Retarded Student
____ Learning Disabled Student
____ ESL Student
____ Basic Literacy Student
____ Pre-GED Student
____ GED Student

2. Courses or inservice topics which I have utilized in my work with my student (check as many as apply).

____ Job Search Course
____ Check Writing Course
____ Survival Sight Reading Course: (topic) _____
____ Menu & Recipe Reading Course
____ Duet Reading
____ Using the Newspaper
____ Language Experience
____ Math Course
____ Other: _____
_____
_____
____ Learning By Your Strengths (MR/LD Inservice)
____ Basic Literacy Training Course
____ Project READ Course of Study
____ English as a Second Language Training
____ GED Training Course
____ Literacy Plus Training Course (Pre-GED Inservice)

3. Adequacy of training in preparing you for your student assignment. (Rate: 5, very adequate, to 1, not adequate)

5 4 3 2 1

4. Adequacy of staff support/inservice training provided to you in your student assignment. (Rate: 5, very adequate, to 1, not adequate)

5 4 3 2 1

5. Suggestions for improvement (i.e. training, program schedules, staff support, matching, etc.)

6. Future inservice topics you would like presented:

7. Would you recommend this program to a friend who wants to volunteer?

YES NO

8. Comments or suggestions :

EVALUATION OF MID-STATE LITERACY COUNCIL'S SERVICES
BY
COORDINATING AGENCIES

SERVICES PROVIDED

1. Indicate the services received from Mid-State Literacy Council (MSLC).

____ Instruction for client(s) referred.
____ Team Meetings with MSLC staff regarding client(s) learning progress and needs.
____ Progress reports from MSLC regarding client(s) learning progress and needs.
____ Staff training.

2. Number of your clients receiving services from MSLC since 7/1/85 _____.

QUALITY OF SERVICE: (Rate on a scale of 10, highest-good, to 1, lowest-poor)

3. One hour of instruction per week for client.

10 9 8 7 6 5 4 3 2 1

a. How many hours per week would be optimal? (Circle number of hours.)

10 9 8 7 6 5 4 3 2 1

4. Consistancy and quality of instructors provided by Mid-State Literacy Council.

10 9 8 7 6 5 4 3 2 1

5. Interagency coordination by team meetings and/or progress reports was 10-helpful/1-not helpful to you.

10 9 8 7 6 5 4 3 2 1

6. Overall, instruction benefitted the client 10-very much/1-not very much.

10 9 8 7 6 5 4 3 2 1

7. Areas in which the client benefitted from instruction provided.

____ reading food labels
____ reading food names
____ check writing
____ reading area landmarks
____ reading signs
____ reading/writing recipes
____ reading emergency survival language: specify topic _____
____ verbal communication skills
____ written communication skills
____ math/computation skills
____ health & hygiene skills
____ nutrition & meal planning
____ job search/career development
____ budgeting/money management
____ sight vocabulary
____ reading skills

_____
_____

8. Would you like to see this program continue for your clients? YES NO

9. What aspects of this program were valuable for your client if not mentioned above?

10. Suggestions for improvement of the program (i.e. service delivery, instruction, interagency coordination, client satisfaction, etc.).

(You may continue your comments on the back of this page.)

PLEASE RETURN TO: JANE JANTZER-WILSON
MID-STATE LITERACY COUNCIL
121 1/2 EAST BEAVER AVENUE
STATE COLLEGE PA 16801

THANK YOU

V.I.T.A.

Volunteers In Tutoring Arrangements for County Educational Programs

TRAINERS GUIDE

SPECIAL DEMONSTRATION 310 PROJECT

#98-6008

MID-STATE LITERACY COUNCIL

121-1/2 East Beaver Avenue

State College, PA 16801

MONICA KINDIG, DIRECTOR

JANE JANTZER-WILSON, PROJECT COORDINATOR

This report is a result of a project supported in whole or in part by the U.S. Department of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and the Pennsylvania Department of Education, and no official endorsement should be inferred.

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1. Tutor Training Workshop Evaluation for BASIC LITERACY ONE Workshop

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I. INTRODUCTION

The VITA (Volunteers In Tutoring Arrangements for County Educational Programs) TRAINERS GUIDE was designed for use by Literacy Trainers and Staff Development Trainers to Literacy and Adult Basic Education (ABE) programs. It is a guide to be used in the training or inservicing of volunteers and teaching staff to work with Literacy, ABE/GED special needs adults or English as a Second Language adult learners.

This outline is technical and written for experienced trainers or professional teachers to implement. The Basic Literacy training components were based on the Laubach Literacy Action (LLA) certified tutor training program (since Pennsylvania literacy councils predominently use the LLA training), and the use of the Language Experience Approach to Reading and the Duet Reading Technique. However, the literacy training outlines could be easily adapted by a Literacy Volunteers of America (LVA) Trainer emphasizing the LVA teaching materials. The basic literacy training is divided into two programs, beginning and intermediate levels, to provide two short training sessions as opposed to one long training. The rationale is explained in the VITA Final Report in the Evaluation section. These training programs could be combined to offer one long 12 hour training session or can be divided into a 6 to 9 hour initial training followed by tutor inservices (one 5 to 6 hour inservice session or two 3 hour inservice sessions) four to six weeks after tutoring begins. The latter training option, initial training followed by inservicing, was most highly preferred by the volunteers attending workshops.

It is necessary that the other specialized training packages (i.e. Literacy PLUS!, GED Class Aide, ESL, Basic Skills Course and Learning By Your Strengths) be used by trainers experienced in these areas or

with the guidance of resource people experienced in these areas (i.e. GED teachers, reading specialists, or ESL teachers). The Mid-State Literacy Council has used area ABE/GED teachers and reading specialists interested in volunteering during the summer school break in conjunction with literacy trainers to inservice volunteers to better work with mentally retarded (MR), learning disabled (LD), or ABE/GED adult learners needing one to one tutoring. It is advisable that a program offering tutor services to a special needs population (i.e. MR, LD, ESL, etc.) have a literacy trainer or volunteer teacher/consultant, experienced working with that particlular special needs population, on staff or available to support the volunteer tutors between trainings or inservices.

II. DESCRIPTION

The VITA TRAINERS GUIDE is a handbook for trainers of volunteers in educational programs. The GUIDE outlines each training workshop/inservice that was used to train volunteers to work with literacy and special needs adult learners in the 310 Special Project: Project V.I.T.A., Volunteers In Tutoring Arrangements for County Educational Programs. The outline for each training workshop consists of three components.

1. A brief description of the training and target audience.
2. A sample Training Outline with time line included.
3. An outline of Training References which were utilized.

A. TRAINING PROCEDURES

1. Recruited volunteers (i.e. literacy trainers, ESL trainers, Special Education teacher or ABE/GED teacher) with needed expertise for training desired to be delivered.

2. Gathered resource material to be used by trainers and workshop participants.

3. Held meeting for those involved with training workshop (trainers and a literacy office volunteer or staff person who will be supporting trainers and organizing the workshop) to:

   a. review reference material to be used for training and to be included in tutor handbooks.
   b. prepare training schedule and assign presentations.
   c. review workshop arrangements (i.e. location, props, scheduled breaks, refreshments, room set-up, etc.).

4. Conducted workshops/inservices and evaluations by participants.

5. Held a follow-up trainers' meeting to review workshop and evaluations and to note any changes which should be made to the workshop or evaluation formats.

6. Thank trainers and staff for their participation and help.

III. TRAINING OUTLINES

Seven training workshops/inservices are outlined in this section. They were developed as a result of a Special 310 grant, V.I.T.A., Volunteers In Tutoring Arrangements, for County Educational Programs sponsored by the Pennsylvania Deparment of Education. These outlines are designed to by used by experienced volunteer tutor trainers, ABE staff trainers or teachers.

A. BASIC LITERACY ONE

This is a training program for volunteers and area educators new to the teaching or adult basic education fields. The training discusses the problem of functional illiteracy and the characteristics of the adult learner. It introduces the Laubach and Duet Reading Methods, The Language Experience Approach to Reading, Speech Sounds and Speech Patterns, How to Teach Sight Words, Transferring Book Learning to Everyday Reading Needs and many supplemental adult high interest reading materials. It also includes teaching beginning print writing skills.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. The tutor will learn of the problem of functional illiteracy and the solutions to that problem.
2. The tutor will know the procedure for getting started with an adult student.
3. The tutor will be able to plan and conduct lessons with empathy, honesty and success for the student.
4. The tutor will be able to make reports to the literacy council regarding adult student's progress.
5. The tutor will be aware of resources and support systems available for help.

What Does It Mean to be Functionally Illiterate? Programs Providing Solutions. (20 MINS)

An Introduction to Meeting Your Student: (15 MINS)

1. How are adult learners recruited and chosen for the program.
2. What information will you receive on the adult learner ahead of match.
3. Give a brief outline of match meeting/process

	Characteristics of Adult Learners - Strategies for Teaching.	(20 MINS)
	Introduction of Lesson Plan Outline 1. Core Curriculum: Laubach Way to Reading Series Overview. 2. Language Experience and Duet Reading 3. Sight Word Building 4. Transfer Activities 5. Homework Activities	(5 MINS)
	Sensitivity Exercise (Reading) 1. Ameruss Demonstration	(10 MINS)
	Introduction of Laubach Way to Reading Skill Book One --Names and Sounds of Letters. 1. Demonstration and practice teaching of Lessons one through five. 2. Introduction of Printing. 3. Demonstration of the Alternative Teaching Method for Lessons One through Five.	(2-1/2 HRS)
SESSION II:	Continue Skill Book One, Lesson Six, Sounding Out Words. Presentation of the Balance of Skill Book One.	(60 MINS)
	Introduce Supplemental Teaching Materials for Skill Book One.	(5 MINS)
	Discussion of Speech Patterns and Practice of Individual Speech Sounds.	(30 MINS)
	Demonstration and Practice of the Duet Reading Technique.	(10 MINS)
	Slide Presentation: Language Experience Approach to Teaching Reading.	(30 MINS)
	How to Teach Sight Words.	(15 MINS)
	Examples of Transferring Book Learned Information to Application in Everyday Life Activities	(20 MINS)
	Review of Lesson Plan Components and Group Lesson Planning Activity by Workshop Participants using Techniques Learned.	(60 MINS)
	The Tutoring Experience. 1. Discuss Students Available and Set Up Matches. 2. Discuss Tutor Responsibilities and Reporting Procedures.	(20 MINS)
	Workshop Evaluation and Tutor Certification	(10 MINS)

TRAINING REFERENCES

Basic Literacy Tutor Training Handbook, by Rebecca Eno, John J. Coyle, Jr., and Marilyn De Witt. Published by The Center for Literacy, Inc., 3723 Chestnut Street, Philadelphia, Pennsylvania 19104.

Fry Word List, The, by Edward R. Fry. Source: "Reading Teacher," published November 1980.

Guidelines to Teaching Remedial Reading, by Lillie Pope. Published by BOOK-LAB, 500 74th Street, North Bergen, New Jersey 07047. Copyright 1975.

Handbook for Volunteer Reading Aides, by Norma Brookhart. Published by Lutheran Church Women, 2900 Queen Lane, Philadelphia, Pennsylvania 19129.

How to Teach Reading, by Morton Botel. Published by Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. Copyright 1968.

I Wish I Could Write! by Joan Barasovska. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

Language Experience Approach To Reading. A slide-tape program developed by Delaware County Literacy Council, 225 East 24th Street, Chester, Pennsylvania 19013. (A handbook, "Language Experience, a handbook for volunteer reading tutors," accompanies the slide tape program.) Also available through AdvancE.

Literacy Instructor Training, by Anabel P. Newman and Michael S. Parer. Published by Indiana University School of Education, Bloomington, Indiana 47401. Copyright 1978. Also available through AdvancE. FILM: "Language Experience" included.

Literacy Trainer Handbook. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

Tutor - Techniques Used in the Teaching of Reading, by Ruth J. Colvin, Jane Root, Ph.D. Published by Literacy Volunteers of America, 404 Oak Street, Syracuse, New York, 13203. Copyright 1984 Revised.

Using Language Experience with Adults - A Guide for Teachers, by Katherine Kennedy and Stephanie Roeder. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

Volunteer Learning Project. Special Demonstration Project #99-4009, CIU-10, Development Center for Adults, Centre County Vocational-Technical School, Pleasant Gap, Pennsylvania, 16823. Also available through AdvancE.

AdvancE, Pennsylvania Department of Education Resource Center/VEIN, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126-033. (Phone: 1-800-992-2283.)

B. BASIC LITERACY TWO

This training program is for experienced volunteer tutors or those who have taken BASIC LITERACY ONE training and for area educators new or experienced in adult basic education. This training prepares the tutor/teacher to work with an adult learner who has some reading skills. It continues to demonstrate the Laubach Way to Reading Series (books 2 through 4) and introduces several other curriculums which can be used as a core series. Also discussed are the methods for teaching spelling and reading comprehension as well as how to assess your students skills and learning progress. The final section of the workshop is devoted to "Goal Setting with your Adult Learner," task analysis of those goals, a group lesson planning activity with opportunity for discussion of prior teaching problems and strategies to solve those problems, and a format for evaluating lessons planned and taught.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. The tutor will be knowledgeable of, and able to use many curriculums to meet the needs of an adult learner.
   a. Laubach Way to Reading Series (Books 2-4)
   b. Reading and Spelling Via Phonics (RSVP)
   c. Mott Language and Reading Series
   d. Challenger Series (Books 1-3)
2. The tutor will know the methods and be able to teaching spelling.
3. The tutor will be able to teach reading comprehension.
4. The tutor will be able to assess an adult learner's reading, writing and math skills and learning goals.
5. The tutor will be able to plan and conduct lessons to meet an adult learner's specific goals.
6. The tutor will be able to evaluate their teaching strategies/lessons objectively.

Group Introductions (15-30 MIN)

1. Each participant should briefly outline their teaching/tutoring experiences - achievements/problems encountered questions?

	Introduction and Presentation of the Laubach Way to Reading Series, Book Two — Short Vowel Sounds. 1. Demonstration and Practice of Spelling Techniques. 2. Development of Reading Comprehension Skills.	(1-1/2 HRS)
	Introduction and Overview of the Laubach Way to Reading Series, Books Three — Long Vowel Sounds and Four — Other Vowel Sounds and Consonant Spellings.	(40 MINS)
	Introduction and Review of Reading & Spelling Via Phonics -- a core curriculum for new readers who need to improve spelling skills.	(40 MINS)
	Introduction of Challenger Reading and English Series, Books One, Two and Three for new readers.	(1-1/2 HRS)
	Review of Mott Reading and Language Series	(30 MINS)
SESSION II:	Assessment of Students 1. Informal Reading Assessment by literacy council 2. Informal Writing Assessment 3. Math Locater Testing by Laubach Literacy Action	(30 MINS)
	Leading Questions to Early Counseling and Goal Setting for Adult Students.	(30 MINS)
	Task Analysis of Student Goals.	(30 MINS)
	Planning creative lessons to specifically meet the adults' learning goals.	(45 MINS)
	Evaluating Lessons and Troubleshooting Teaching Problems/Obsticals Encountered in the Tutoring Process.	(45 MINS)

TRAINING REFERENCES

NOTE: Refer to those references listed in BASIC LITERACY ONE workshop plus these additional:

BASIC Assessment and Placement Criteria developed by Jane Jantzer-Wilson. Available from Mid-State Literacy Council, 121-1/2 East Beaver Avenue, State College, Pennsylvania 16801.

Challenger Adult Reading Series Teacher's Manual by Corea Murphy. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210. Copyright 1986.

Leading Questions for Early Counseling and Goal Setting for Adult Students. Handout available from Linda Church, Laubach Literacy Action, 1320 Jamesville Avenue, Box 131, Syracuse, New York 13210.

Lesson Planning/Student Goal Identification/Problem Solving. A Trainers Inservice Training Guide compiled by Jane Jantzer-Wilson. Available from the Mid-State Literacy Council, 121-1/2 East Beaver Avenue, State College, Pennsylvania 16801.

Literacy Instructor Training: See BASIC LITERACY ONE for complete bibiliography. FILMS: "Comprehension" and "Word Patterns". Available from AdvancE.

Math Placement Inventory and Student Profile Sheet. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York 13210. Copyright 1986.

Mott Basic Language Skills Program, by Byron E. Chapman, Louis Schulz, Kent L. Copeman and Catherine Schulz. Published by Allied Educational Press, Niles, Michigan 49120. Copyright 1983.

Reading and Spelling Via Phonics (RSVP) by Helen B. Simyak. Published by SSS, 330 Bailey Road, Rosemont, Pennsylvania 19010.

Reading Skills Assessment Prescription Package (Or Help! What does an ABE/GED Teacher/Tutor do with an Adult Beginning Reader?), by Mary Catherine Spence. Special Demonstration 310 Project #98-6027, CIU-10, Development Center for Adults, Centre County Vocational-Technical School, Pleasant Gap, Pennsylvania 16823. Also available from AdvancE.

Skills Assessment -- Skill Book 1, Laubach Way to Reading. Available from Linda Church, Laubach Literacy Action, 1320 Jamesville Avenue, Box 131, Syracuse, New York, 13210.

Special Needs Project: Staff Development for Volunteer Literacy Tutors. Special Demonstration 310 Project #99-1803, Delaware County Literacy Council, 225 East 24th Street, Chester, Pennsylvania 19013. Also available through AdvancE.

AdvancE, Pennsylvania Department of Education Resource Center/VEIN, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126-033. (Phone: 1-800-992-2283.)

C. LITERACY PLUS!

This is a special inservice program designed for area educators: advanced literacy tutors, ABE teachers and GED teachers. It's purpose is two-fold: 1) to give literacy tutors and ABE teachers an introduction to Pre GED and GED materials; and 2) to give GED teachers an introduction to literacy and ABE materials. The inservice also addresses the needs of a new reader moving from an ABE or literacy program to a GED program, and in some cases, the transition of that student's tutor to the new program and eventual weaning of the tutor if not needed by the student.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. Participants will understand the services provided and terminology used by the different education providers participating in the workshop training.
2. Participants will know the skill needs to be attained for adults to pass the GED tests.
3. Participants will be knowledgeable of the curriculums available and used by adult learners for literacy and Pre-GED instruction.
4. Participants will acquire an understanding of the needs of the adult learner entering the structured classroom environment for the first time.
5. Participants will participate in several group activities and simulations to enhance their abilities to work comfortable with each other.

Define Terminology (20 MINS)

1. Adult Basic Education (0-8)
2. Basic Literacy Instruction (0-4)
3. Pre-GED Instruction (5-8)
4. GED Instruction (9-12)
5. Functional Literacy focuses on Basic Life Needs and Skill Development (0-6).

Overview of the General Education Development Program and the Skills Required for Successful Completion. (40 MINS)

Introduction to ABE and Literacy Curriculums and when each is appropriate to use. (60 MINS)

1. Laubach Way to Reading Course of Study
2. Mott Language Program

3. Reading and Spelling Via Phonics (RSVP) Course of Study
4. Challenger Series (3-8) (Pre GED bridge)
5. Cambridge Pre GED Program (5-8)
6. McGraw-Hill, New Practice Readers

NOTE: Trainers delivering this section should be familiar with the curriculums used by the programs participating in this training and overviews should be given of the curriculums you use.

SESSION II: Needs of the New Reader Entering the Class Situation for the First Time (45 MINS)

1. Discuss ways of developing and encouraging self motivation and personal goal setting by the adult learner.
2. Discuss orientation to be given to the adult learner, the classroom and classroom procedures. (Point out key signs to be read in classroom, etc.)
3. Trainers role play situations involving student adjustment to the classroom and strategies used by tutor and teacher to help adult student achieve successful independent work/study.

Volunteers and Teachers Coordinating Efforts in the Classroom. (30-45 MIN)

1. Discuss Classroom Procedures to be Followed.
2. Discuss supports/procedures (i.e. curriculums used, best time to consult with classroom teacher etc.) that will be available to the tutor.
3. Share descriptions of tutor and teacher responsibilities and reporting procedures within the classroom.
4. Trainers conduct simulations of situations which can occur between tutor and teacher and discuss solutions.

TRAINING REFERENCES

NOTE: As needed, refer to those references listed in BASIC LITERACY ONE and TWO workshops plus these additional:

It is also recommended that materials used by the ABE/GED programs in your area be presented in the "Introduction to ABE and Literacy Curriculums and when each is appropriate to use" section of this inservice as opposed to those listed in this training outline by Cambridge and McGraw Hill.

Volunteers in Public Schools/Adult Basic Education VIPS/ABE, by M. Margaret Welliver. Special Demonstration 310 Project #98-3033, State College Area School District, Continuing Education, Adult Basic Education, 131 West Nittany Avenue, State College, Pennsylvania 16801. Also available through AdvancE.

Volunteer Learning Project. Special Demonstration 310 Project #99-4009, CIU-10, Development Center for Adults, Centre County Vocational-Technical School, Pleasant Gap, Pennsylvania 16823. Also available through AdvancE.

D. GED CLASS AIDE

This training/inservice program is designed to train volunteers for tutoring within a structured GED class. It was designed to serve two purposes: 1. To provide GED training to a volunteer literacy tutor assisting a physically handicapped student who can not otherwise work independently in the GED class; 2. To provide GED training to a volunteer tutor remediating a student enrolled in a GED class who falls below the 5.0 grade level in one or more subjects, and can not otherwise work independently. In the latter case, the primary instruction provided by the tutor is on a 0 - 5.0 grade level in the deficient subjects. However it was noted in these situations, that tutors felt it was difficult to coordinate learning activities unless they understood the components of the GED Course of Study.

This inservice/training program is a complete program which can be used solely to train volunteer GED aides for a classroom; or it can be used in conjunction with a basic literacy training program to provide literacy volunteers who can remediate low reading GED students. This training outline was taken form a 310 Special Project developed by the Central Intermediate Unit - 10, Development Center for Adults, Centre County Vo-Tech, Pleasant Gap, PA.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. Participants will be introduced to the General Education Development, (GED), Study Program.
2. Participants will become familiar with pre and post testing information and its use in student placement and GED testing recommendations.
3. Participants will discuss early counseling, goal identification, and the establishment of learning time lines for adult learners.
4. Participants will review basic writing, reading, math, social studies and science skills taught in the GED program.
5. Participants will review supplmental materials available to support the GED study program.

Introduction to the General Education Development (GED) Study Program. (30 MINS)

1. What is the GED Test?
2. Where is the GED Test Given?
3. What is on the GED Test?
4. What is needed to pass the GED Test?

Overview of Pre Testing and Placement of Student in Course of Study. (20-30 MINS)

Helping the Adult Learner Identify Short Term Goals and a Time Line for the Completion of Those Goals. (30 MINS)

1. Meeting Your Student, Identifying Goals, Evaluating the Goals and Pre Testing Information for Development of Course of Study and for Estimating a Realistic Time Line for Completion of Those Goals, and Discussion of Home Study Times to Support Classwork.

SESSION II: Review of Basic Writing Skills (90 MINS)

1. Discussion of Spelling, Punctuation, Capitalization, Grammar, Usage, Diction and Style, Sentence Structure, Logic and Organization.

Review of Social Studies and Science Tests (30 MINS)

1. Vocabulary Development.
2. Reading and Understanding Tables, Graphs and Diagrams.

Review of Reading Skills (90 MINS)

1. Reading, Understanding and Interperting Practical Reading, and General Reading, Prose Literature, Poetry and Drama Selections.
2. Reading Comprehension Development and Suggested Activities.

SESSION III: Review of Basic Math (60-90 MINS)

1. Arithmetic, Algebra, and Geometry

Post Testing Procedures and Recommendation for GED Testing. (20 MINS)

Supplemental Materials to Support the GED Course of Study. (30 MINS)

NOTE: If this inservice is used as a complete training program for GED classroom volunteer aides, then the following component from the Literacy Plus inservice should be included.

Volunteers and Teachers Coordinating Efforts in the Classroom. (30-45 MINS)

TRAINING REFERENCES

NOTE: As needed, refer to those references listed in BASIC LITERACY ONE and TWO and LITERACY PLUS! workshops/inservices. Of particular interest will be the "Volunteer Learning Project" referenced in the LITERACY PLUS! inservice.

It is also recommended that the current GED curriculum used in your local ABE/GED program be demonstrated at the training.

E. BASIC SKILLS COURSE

This is an inservice for experienced tutors or teachers who will be working with adult learners who require a competency based instruction personalized to the adult learner's specific goals. This can pertain to a mentally retarded adult who is working on only a couple of the many specific tasks involved in getting ready for reading (i.e. distinguishing shapes etc.) or another adult learner who specifically wants to obtain a job or get a drivers license. This inservice introduces task analysis, charting learner's performance, and informal competency based assessment. It is recommended that trainers be very experienced in these areas or that a resource consultant such as a reading specialist be recruited to assist with the planning and delivery of this training program. If reading specialists or professional consultants are used in this training, literacy trainers should moniter and participate in presentations delivered to insure the content of presentations emphasizes the practical applications of task analysis rather than the technical theory. Additionally, the tutors/volunteers and teachers receiving this training should already have had some basic literacy or teacher training (including Language Experience, Duet Reading, teaching sight words, spelling and reading comprehension) and teaching/tutoring experience with adult learners. The amount of teaching experience can vary to as little as that experience needed to have understood and practiced teaching techniques learned, 20 hours usually is sufficient, to as much as any number of years.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. Participants will learn the terms: goals, objectives, compentencies, tasks
2. Participants will be able to identify student goals, and develop competency based lessons to help student achieve those goals.

3. Participants will learn different methods to chart student performance and responses for overall evaluation of objectives and goals met.
4. Participants will design informal assessments to check the achievements made by student towards learning goals and accomplishment of those goals.

Define Terms. (30 MINS)
1. Goals
2. Objectives
3. Competencies
4. Tasks

Large Group Simulated Activity: Task Analysis (30 MINS)
1. Using a sample student goal, list objective(s) of that goal, task analyze the objective(s) to provide the minimum competencies required to meet the objective(s) and goal.

Charting Student Progress (45 MINS)
1. Using goal and objective(s) from large group activity, create a charting process to record student's performance. (Or for a slow learning student, show a chart of their daily responses to each task to check for overall student progress/learning.)

SESSION II: Small Group Practice (45 MINS)
1. Assign to each small group a sample student goal and learning profile.
2. Small groups should task analyze their assigned goals.
3. Small groups should create a charting process that will graph/record student responses and indicate progress towards goals and objectives.

Application to Goal Specific Curriculums (i.e. developing Job Search and Job Keeping Skills, Drivers Education, Budgeting, Banking/Checking, Using the Bus, Reading Menus and Following Cooking Directions). (60 MINS)
1. Choose a specific goal (i.e. getting a job, getting a drivers license, sequencing the alphabet, etc.) for group planning activity and supply a profile of an adult learner.
2. Identify goal, objective(s), some minimum competencies and specific tasks needed to achieve a particular competency.
3. Research materials on display and identify useful curriculum resourses.
4. Identify teaching techniques to be used to teach material and specific tasks.
5. Set up several sample lessons designed to teach specific tasks, utilizing the teaching techniques and curriculum resourses identi-

fied as best for this specific student with this goal/task.

6. Set up system for charting student responses/progress.

Design competency based or task based informal assessment to test for successful achievement of the final goal. (For very slow learning or mentally retarded adults, assessments may need to be designed to test successful achievement of an individual competency.) (30 MINS)

TRAINING REFERENCES

"Practical Task Analysis for Special Educators." A six page handout available from Mid-State Literacy Council, 121-1/2 East Beaver Avenue, State College, PA 16801.

PUBLISHERS PRODUCING GOAL SPECIFIC CURRICULUMS AND RESOURCE MATERIALS:

Fearon Education, David S. Lake Publishers, 19 Davis Drive, Belmont, California 94002. Phone: (415) 592-7810.

Follett Publishing Company, A Division of Follett Corporation, 1010 West Washington Boulevard, Chicago, Illinois 60607.

Janus Book Publishers, 2501 Industrial Parkway West, Department C, Hayward, California 94545. Phone: (800) 227-2375. (Very easy reading levels averaging 1.5 - 2.9)

New Readers Press, Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

Scott, Foresman Lifelong Learning Division, 1900 East Lake Avenue, Room 1801, Glenview, Illinois 60025. Phone: (800) 323-5482.

Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768. Phone: (800) 531-5015.

RESOURCE CLEARING HOUSE:

AdvancE, Pennsylvania Department of Education Resource Center/VEIN, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126-033. (Phone: 800-992-2283.)

F. LEARNING BY YOUR STRENGTHS

This is a special inservice program offered to tutors/volunteers and area educators who work with adults who are learning disabled or who have special learning needs. Volunteers will need to have had some literacy training and optimally tutoring experience before attending this inservice. The inservice defines the two conditions: learning disabled and mentally retarded. It identifies common learning problems and teaching strategies for use with adults having those specific learning problems. If desired the presentation, "Lesson Planning/Goal Setting for and with Your Student," can be expanded to include components from the Basic Skills Course Inservice Training included with this chapter, TRAINING OUTLINES.

BRIEF WORKSHOP OUTLINE

SESSION I: Workshop Objectives (5 MINS)

1. The group will share teaching concerns and needs resulting from their teaching experiences.
2. Participants will understand the terms: mental retardation and learning disabled.
3. Participants will discuss the process of language development and the effects of mental retardation and learning problems on this development, the learning process and input and output of information.
4. Teaching strategies will be demonstrated and the group will participate in practice activities for teaching MR and LD adult learners.
5. To provide examples demonstrating lesson activities relating to everyday life needs and adapting course curriculums to meet the adult student's learning strengths.

Introductions (15 MINS)

1. Briefly note any teaching concerns or problems by participants. (As much as possible, the inservice presentations should include these expressed concerns when discussing teaching problems and strategies.)

Define Terms: (15 MINS)

1. Mental Retardation
2. Learning Disabled

How do we learn? How do these conditions affect learning? (30 MINS)

1. Student's oral language may not be developed.
2. With input, integration, memory or output problems, information can be mixed up or only partially received or delivered.

What does this mean for you, the tutor/teacher? (45 MINS)

1. Define Goals/Student's Needs and Identify Objectives.
2. Observe - What can the student do well? What are the student's apparent weaknesses?
3. Teach Relavent Information - (What the student needs and uses.)
4. Keep Records/Charting - Progress may be irregular. Note goals and objectives accomplished.

SESSION II: Procedures for Teaching Reading and Writing. (45 MINS)

1. Purpose of Reading and Writing (Usefulness).
2. Procedure for Vocabulary Development.
3. Teaching Comprehension of the Spoken and Written Language.

Activities Relating to Everyday Life and Adaptations to Curriculum. (45 MINS)

Lesson Planning/Goal Setting for and with Your Adult Student. (30 MINS)

TRAINING REFERENCES

Adult Learners with Special Needs, by Linda Melvin. Elwyn Institutes for the Philadelphia Area Literacy Network. August, 1985.

Areas of Confusion for Adult Problem Learners. (4 page handout.) Available from the Mid-State Literacy Council, 121-1/2 East Beaver Avenue, State College, Pennsylvania 16801.

Attention Deficit Disorders, Booklet for Parents, by Larry B. Silver, M.D., Published by C I B A, Summit, New Jersey 07901.

FILM: "Like Everybody Else." (A good workshop introductory film of the mentally retarded population. Shows individuals in work, and home settings. A good film for background.) Available through the Audio Visual Department of the Pennsylvania State University, University Park, Pennsylvania 16802.

Job Club Curriculum for Institutionalized Adult Basic Education Students, by Carolyn G. Anstine. Special Demonstration 310 Project #98-4009, Harrisburg State Hospital, Pouch A, Harrisburg, Pennsylvania 17105. (Set includes Curriculum and Teacher Guide, flip charts and flash cards.) Also available from AdvancE.

Pennsylvania Association for Children and Adults with Learning Disabilities. (For background information.) Contact: PACLD, Toomey Building, Suite 7, Box 208, Uwchland, Pennsylvania 19480.

Pennsylvania Association for Retarded Citizens. (For background information.) Contact: PARC, 123 Foster Street, Harrisburg, Pennsylvania 17102.

Project READ, (Books 1-4), by Mary Catherine Spence, Special Demonstration 310 Project, CIU-10, Development Center for Adults, Centre County Vocational Technical School, Pleasant Gap, Pennsylvania 16823. Also available through AdvancE.

Project Vote: Valuable Opportunities Toward Enfranchisement, by Carolyn G. Anstine, Margret P. Greene. Special Demonstration 310 Project #98-2004, Harrisburg State Hospital, Pouch A, Harrisburg, Pennsylvania 17105. (Set includes Curriculum and Teacher Guide, flip charts and flash cards.) Also available from AdvancE.

Survival Skills Curriculum in Language Arts for 0-4 level Adult Basic Education Student, by Carolyn G. Anstine, Margret P. Greene. Special Demonstration 310 Project #98-3035, Harrisburg State Hospital, Pouch A, Harrisburg, Pennsylvania 17105. (Set includes Curriculum and Teacher Guide, flip charts and flash cards.) Also available from AdvancE.

The Tuned-in, Turned-on Book about Learning Problems, by Marnell L. Hayes, Academic Therapy Publications, P. O. Box 899, 1539 Fourth Street, San Rafael, California 94901. Copyright 1974.

RESOURCES :

Adult Literacy Action, Pennsylvania State University, Beaver Campus, Brodhead Road, Monaca, Pennsylvania 15061. Available from Nancy Woods are the following handouts:

ALTERNATE ACTIVITIES, 9 page handout by Bernadette A. Mangie
APPROACHES TO REMEDIATION - Visual Perception, (4 page handout).
SPELLING (3 page handout).
POSITION IN SPACE (3 page handout).
WHEELER'S LIST OF BEHAVIORAL CLUES TO READING DISABILITY, (1 page handout).
TEN GENERAL CHARACTERISTICS MOST OFTEN ATTRIBUTED TO THE LEARNING DISABLED ADULT, (1 page handout).

AdvancE, Pennsylvania Department of Education Resource Center/VEIN, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17126-033. (Phone 800-992-2283.)

NOTE: Materials of particular interest are those published by
-ELWYN INSTITUTES
-HARRISBURG STATE HOSPITAL

G. ENGLISH AS A SECOND LANGUAGE

This is a training program for volunteers, tutors or area educators desiring training in teaching English as a Second Language (ESL). The training introduces the five general principals for the teaching of Modern Languages as outlined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Demonstration and practice of dialogues, verbal language drills and pronunciation and ear training drills is included. Additionally, there are sections on Lesson Planning and assessment/evaluation for the ESL student. This outline is compatable to both the Laubach Literacy Action and Literacy Volunteers of America ESL training programs.

This training program is designed to train tutors/teachers in the methods of teaching English conversation, emphasizing the adult students' development of aural and oral language skills. Since 75% of our communication time is spent either speaking or listening to others, it is suggested that tutors first concentrate on helping ESL students develop some basic conversation skills and then begin to teach or reinforce the reading and writing skills as they, the tutors, are ready or trained to do so. When needed, ESL tutors should attend a Basic Literacy Course to learn to teach the reading and writing skills.

BRIEF WORKSHOP OUTLINE

SESSION I: Overview of Workshop Objectives (10 MINS)

1. Participants will be introduced the General Principals for Teaching Modern Languages.
2. To Outline the Key Elements and Skills Involved in Communication.
3. Participants will learn how to arrange a meeting with their assigned student and evaluate the student's language skills.
4. Participants will learn how to teach verbal language drills, dialogues, and pronunciation and ear training drills.
5. Participants will practice in planning lessons to meet their adult student's individual needs.
6. Participants will learn to effectively evaluate their lessons and moniter their student's progress.

7. Participants will be introduced to various curriculum resources available.

Five General Principals for the Teaching of Modern Languages. (20 MINS)

Elements of Communication and the Four Basic Skills to be Developed. (20 MINS)
1. Effects of culture in the development of those skills needed for effective communication.

Meeting Your Student (50 MINS)
1. Teaching Dialogue.
2. Assessing Your Student's Current Language Skills.

NOTE: At this point Mid-State Literacy Council concludes session one of the ESL training and volunteers are given the name, address and phone number of a student to meet, interview, and assess.

For maximum utilization of the training, tutors should have had at least one meeting with their adult student before the third session of this workshop.

SESSION II: Verbal Language Drills (60 MINS)
1. Substitution Drills, Transformation Drills, Restatement Drills, Backwards Buildup Drill, and Comprehension Check.

Ear Training and Pronunciation (45 MINS)
1. Discussion of Speech Sounds.
2. Characteristics of Other Language Styles.
3. Pronunciation and Ear Training Drills.

Developing a Complete Lesson Plan (10 MINS)
1. Pronunciation/Ear Training, Dialogue, Verbal Language Drills, Vocabulary, Grammar, Reading and Homework.

SESSION III: Establishing Learning Objectives and Evaluating Lesson Content and Student Progress. (60 MINS)
1. Oral Language Evaluations, Vocabulary Assessment and Aural Skills Checkup.

Simulated Situations for Small Group Practice (90 MINS)
1. Review of curriculums and available resources for teaching.
2. Evaluate student's skill level and design appropriate drills based on assessment and initial meeting information provided.
3. Develop a lesson plan or course of study.
4. Demonstrate lesson activities and drills in small group presentations.

Workshop Evaluation and Presentation of Certificates (10 MINS)

NOTE: The presentation, "Simulated Situations for Small Group Practice," is an optional presentation which can be added or deleted depending upon the need of those being trained. For experienced ESL volunteers seeking inservice training, this section can be eliminated. Or for an inservice alternative for experienced volunteers, only review specific areas of Sections I through II as needed by the group, and devote the primary amount of training time to Section III.

TRAINING REFERENCES

Emergency English, A Handbook for Tutors of Non-English Speaking Students, by Martha A. Lane. Published by Kendall/Hunt Publishing Company. Copyright 1982. Available from Volunteer Reading Aides, Lutheran Church Women, 2900 Queen Lane, Philadelphia, Pennsylvania 19129.

ESL Aural and Oral Language Assessment, by Jane Jantzer-Wilson, Mid-State Literacy Council, 121-1/2 East Beaver Avenue, State College, Pennsylvania 16801.

ESL Oral Assessment. Published by Literacy Volunteers of America, Inc. Syracuse, New York. Copyright 1980.

ESOL, English Speakers of Other Languages, Trainer Handbook. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

I Speak English (A Tutor's Guide to Teaching Conversational English), by Ruth J. Colvin. Published by Literacy Volunteers of America, Inc. Syracuse, New York. Copyright 1980..

Laubach Way to English Trainer Guide. Published by New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, New York, 13210.

Practical Guide to the Teaching of English as a Foreign Language, by Robert J. Dixson. Published by Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016. Copyright 1975.

APPENDIX A

1. Tutor Training Workshop Evaluation - Sample for BASIC LITERACY ONE Workshop

2. Tutor Training Workshop Evaluation - Sample for BASIC LITERACY TWO Workshop

3. Inservice Evaluation - Sample for Literacy and Life Skills Inservices

4. Tutor Training Workshop Evaluation - Sample for English as a Second Language Workshop

5. Inservice Evaluation - Sample for English as a Second Language Inservices

6. General Inservice Evaluation Form

DATE_____ SAMPLE - 1

Tutor Training Workshop

Evaluation

The following questions relate to how you feel about the workshop. We use this information to help us in planning for future workshops. Please answer each question. THANK YOU VERY MUCH!

1. CHECK the workshop presentations you found helpful today.

Laubach Way to Reading Series:
____ Skill Book One

Project READ Series:
____ Books 1-4

____ Language Experience Approach to Teaching Reading

____ Duet Reading Technique

____ Speech Sounds/Speech Patterns

____ Presentation of Tutor/Student Matches

____ Presentation of Lesson Planning and Keeping Records of Student Progress

____ Review & Reinforcement Ideas Discussed Throughout the Workshop.

2. CHECK the workshop presentations you did not find helpful today.

Laubach Way to Reading Series:
____ Skill Book One

Project READ Series:
____ Books 1-4

____ Language Experience Approach to Teaching Reading

____ Duet Reading Technique

____ Speech Sounds/Speech Patterns

____ Presentation of Tutor/Student Matches

____ Presentation of Lesson Planning and Keeping Records of Student Progress

____ Review & Reinforcement Ideas Discussed Throughout the Workshop.

3. Have we helped you to realize how it feels to be a non-reader?
CIRCLE: YES NO
COMMENTS:

4. Do you have a better understanding of the characteristics of the Adult Learner? CIRCLE: YES NO
COMMENTS:

5. How well prepared to tutor do you feel?
CIRCLE: VERY WELL WELL ADEQUATELY POORLY VERY POORLY

COMMENTS:

6. Check those items below which helped to make the workshop conducive to learning.

____ Physical Environment

____ Length of Workshop

____ Pace of Workshop

____ Time Schedule/Breaks

____ Teaching Abilities of Trainer(s)

____ Teaching Attitude(s) of Trainer(s)

____ Materials Presented

____ Arrangement of Presentations

____ References Used of Trainers' Teaching Experiences with Students.

____ Use of Audio Visual Aides

____ Use of Group Activities

____ Use of one to one paired teaching practice(s).

Others List: _____ _____

_____ _____

7. Check those items below which did not make the workshop conducive to learning.

____ Physical Environment

____ Length of Workshop

____ Pace of Workshop

____ Time Schedule/Breaks

____ Teaching Abilities of Trainer(s)

____ Teaching Attitude(s) of Trainer(s)

____ Materials Presented

____ Arrangement of Presentations

____ References Used of Trainers' Teaching Experiences with Students.

____ Use of Audio Visual Aides

____ Use of Group Activities

____ Use of one to one paired teaching practice(s).

Others List: _____ _____

_____ _____

8. More time should be spent on _____

_____

9. Please give any suggestions you may have for improving or strengthening future workshops?

DATE _____ SAMPLE - 1

Tutor Training Workshop

Evaluation

The following questions relate to how you feel about the workshop. We use this information to help us in planning for future workshops. Please answer each question. THANK YOU VERY MUCH!

1. CHECK the workshop presentations you found helpful today.

Laubach Way to Reading Series:
____ Skill Book Two
____ Skill Book Three
____ Skill Book Four
____ RSVP

Challenger Series:
____ Books 1-5
____ Mott Program
____ Student Assessment

____ Spelling Techniques
____ Reading Comprehension Development
____ Counseling and Goal Setting for Students
____ Presentation of Tutor/Student Matches
____ Presentation of Lesson Planning and Keeping Records of Student Progress
____ Review & Reinforcement Ideas Discussed Throughout the Workshop.

2. CHECK the workshop presentations you did not find helpful today.

Laubach Way to Reading Series:
____ Skill Book Two
____ Skill Book Three
____ Skill Book Four
____ RSVP

Challenger Series:
____ Books 1-5
____ Mott Program
____ Student Assessment

____ Spelling Techniques
____ Reading Comprehension Development
____ Counseling and Goal Setting for Students
____ Presentation of Tutor/Student Matches
____ Presentation of Lesson Planning and Keeping Records of Student Progress
____ Review & Reinforcement Ideas Discussed Throughout the Workshop.

3. How well prepared to tutor do you feel?
CIRCLE: VERY WELL WELL ADEQUATELY POORLY VERY POORLY

COMMENTS:

4. Check those items below which helped to make the workshop conducive to learning.

____ Physical Environment

____ Length of Workshop

____ Pace of Workshop

____ Time Schedule/Breaks

____ Teaching Abilities of Trainer(s)

____ Teaching Attitude(s) of Trainer(s)

____ Materials Presented

____ Arrangement of Presentations

____ References Used of Trainers' Teaching Experiences with Students.

____ Use of Audio Visual Aides

____ Use of Group Activities

____ Use of one to one paired teaching practice(s).

Others List: _____ _____

_____ _____

5. Check those items below which did not make the workshop conducive to learning.

____ Physical Environment

____ Length of Workshop

____ Pace of Workshop

____ Time Schedule/Breaks

____ Teaching Abilities of Trainer(s)

____ Teaching Attitude(s) of Trainer(s)

____ Materials Presented

____ Arrangement of Presentations

____ References Used of Trainers' Teaching Experiences with Students.

____ Use of Audio Visual Aides

____ Use of Group Activities

____ Use of one to one paired teaching practice(s).

Others List: _____ _____

_____ _____

6. More time should be spent on _____

_____

7. Please give any suggestions you may have for improving or strengthening future workshops?

Mid-State Literacy Council

205 E. Beaver Ave., State College, PA 16801 238-1809

IN SERVICE BASIC EVALUATION
AND
WORKSHOP FOLLOW-UP QUESTIONNAIRE

1. Primary areas of study with your student.

   Skill Book 1 2 3 4 5 circle one

   _____Spelling _____Employability skills

   _____Math _____Driver's Education

   _____Phonics _____Health Care

   _____Reading _____(Other)_____

   _____Writing _____(Other)_____

2. What was least helpful to you today? Why?

3. What was most helpful to you today? Why?

4. Do you find your teaching materials (supplies)

   ____Excellent ____Good ____Adequate ____Insufficient

Comments/ Suggestions:

5. The back up support you received from office personnel to meet the needs of your tutoring assignment was:

____Excellent ____Good ____Adequate ____Insufficient

Comment/Suggestions:

6. Initially, how much training did you receive?

____ less than 8 hrs. ___9-12 hrs. ____OTHER

7. Did you find your workshop training met the needs of your tutoring assignment?

_____Excellent ____Very well ____ ____Yes, adequate ____NO, insufficient

Comments/Suggestions:

8. Would you like another inservice? ____Yes ____No

9. Future topics you would like addressed?

____General discussion/sharing

____Laubach Books 1 & 2

____Laubach Books 3 and 4

____Challenger Series

____For your student after Laubach

____Phonics and Speech Sounds

____Spelling Series

____Math Series

____Language/Reading (comprehension)

____Supplemental Teaching Techniques:

____Language Experience; Duet Reading; Flash Cards/Word Lists

____Employability skills

____Driver's License

____Health/Family Curriculum

____Student assessments and checku

____Homework

____Writing by tutors

____Writing by students

____Student issues

____Tutors: Other opportunties Li

____(Other)_____

10. Any other comments? I would love to hear!

SAMPLE - 4

EVALUATION OF ESOL WORKSHOP

Please circle the number which most accurately indicates how well you think you understand how to teach the following:

		Very Well		Fairly Well		Not at all	
1.	Pronunciation/Ear Training Drills	5	4	3	2	1	0
2.	Vocabulary Building	5	4	3	2	1	0
3.	Dialogues	5	4	3	2	1	0
4.	Sentence Pattern Drills	5	4	3	2	1	0
5.	Reading Comprehension	5	4	3	2	1	0
6.	Grammar	5	4	3	2	1	0
7.	Homework	5	4	3	2	1	0

Please circle the number which most accurately indicates how well you think you understand each of the following teaching techniques:

8.	Assessing Your Student's Needs	5	4	3	2	1	0
9.	Error Sheet/Language Experience	5	4	3	2	1	0
10.	Lesson Planning	5	4	3	2	1	0

Please circle the number which most accurately indicates your evaluation of the following:

		Very Helpful		Helpful		Not Helpful	
11.	Slide Show	5	4	3	2	1	0
12.	Local Programming	5	4	3	2	1	0
13.	Tutoring Experience	5	4	3	2	1	0
14.	Each One Teach One (EOTO) Practice Sessions	5	4	3	2	1	0
15.	Lesson Planning (Case Stories)	5	4	3	2	1	0
16.	Book Research & Discussion	5	4	3	2	1	0
17.	Group Presentations	5	4	3	2	1	0

18. What was most helpful to you today?

19. What was least helpful to you today?

20. More time should be spent on _____

_____

21. Please give any suggestions you may have for improving or strengthing future workshops.

COMMENTS:

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IN SERVICE ESOL EVALUATION
AND
WORKSHOP FOLLOW-UP QUESTIONNAIRE

1. Primary areas of study with your ESOL student is/are:

____Grammar ____Reading____Writing ____Dictation ____Idioms

____Dialogues ____Informal Conversation ____Ear Training (listening exercises)

____Pronounciation ____Other _____

2. What was least helpful to you today? Why?

3. What was most helpful to you today? Why?

4. Do you find your teaching materials (supplies)

____Insufficient ____Adequate ____Good ____Excellent

Comments/Suggestions:

5. How did you find back up support by office personnel in meeting the needs of your tutoring assignments.

____Excellent ____Good ____Adequate ____Insufficient

Comments/Suggestion:

6. Initially, how much training did you receive?

____ 3 hours ____ 6 hours ____ 9 hours OTHER: _____

7. Did you find your workshop training met the needs of your tutoring assignment?

____No, insufficient ____Yes, adequate ____Very Well _____Excellent

Comments/Suggestions:

8. Would you like another inservice? ____Yes ____No

9. Future topics you would like addressed?

____General discussion/sharing

____Vocabulary building

____Writing your own dialogue

____Speech Sounds and pronunciation

____Reading (Language) Comprehension

____Ear training drills (aural comprehension)

____Informal conversation

____Taping Drills

____Student assessment and discharge

____Language Experience technique (Error Sheet)

____Writing exercises

____Homework

____Student issues:_____

____Tutors: Other opportunities in Literacy

10. Specific books you would like inserviced.

(If any, please specify the books)

Any other comments? I would love to hear!

SAMPLE - 6

DATE: _____

GENERAL INSERVICE EVALUATION

Title of Inservice Presented: _____

Presenter: _____

1. Were your needs met in this inservice? YES NO

2. What was most helpful to you today?

3. What was least helpful to you today?

4. In the future, more time should be spent on _____

_____

5. Please give any suggestions you may have for improving the inservice?

6. Future topics you would like presented?